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ABSTRACT

The Program to Strengthen Early Childhood Education in Poverty Area Schools, organized by the New York City Board of Education, constituted a recycling of a similar program conducted during the previous year, and was also funded under E.S.E.A. Title I Programs. The goals were: (1) to overcome deficits in verbal, conceptual, and cognitive development; (2) to develop personal and interpersonal relationships with a peer group as well as with adults in the immediate environment; (3) to develop critical thinking and problem solving; (4) to develop a feeling of self-worth and an internalized code of behavior; (5) to improve vocabulary, concept development, and other reading skills; and, (6) to involve parents and the community. These objectives were to be achieved by the allocation of additional professional and paraprofessional personnel to those elementary schools designated as poverty area schools by the Council Against Poverty. The kindergarten program involved the provision of more individualized instruction for each pupil by the teacher, assisted by the assigned paraprofessional. A multi-media approach was instituted. Meetings and workshops for parents wer e held. The program in grades one and two was to stress reading, methods of teaching reading, and diagnosis of reading difficulty. (Author/JM)

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FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
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AN EVALUATION OF THE ESEA TITLE I PROGRAM "STRENGTHENING EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS"

1970-1971

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Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1970-1971 school year.

INSTITUTE FOR RESEARCH AND EVALUATION

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Note: This evaluation report concerns the Program to Strengthen Early Childhood Education in Poverty Area Schools in those districts which opted for central evaluation of this Title I Program. These districts, and the functions for the Program in the districts are noted below:

District	Function Number
1	33-11603
2	35-11604
4	39-11605
5	41-11605
9	49-11605
10	51-11604
11	53-11603
15	61-11603
17	65-11604
18	67-11604
19	69-11604
20	71-11603
21	73-11603
27	85-11604
28	87-11605
30	93-11604
31	95-11603

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AN EVALUATION OF THE PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS

EXECUTIVE SUMMARY

A. PROGRAM DESCRIPTION

Previous research and evaluation has highlighted some of the basic needs of children enrolled in early childhood classes in poverty areas:

a. Need to overcome deficits in verbal, conceptual, and cognitive development
b. Need for developing personal and interpersonal relationships with peers as well as with adults in the immediate environment
c. Need to develop critical thinking and problem solving
d. Need for further development of a sense of self-worth, a healthy self concept, and an internalized code of behavior
e. Need to improve vocabulary, concept development, and other skills requisite for success in reading
f. Need for parental and community involvement as a means of providing insights into their children's learning.

To meet these needs on the kindergarten level, the Program sought to provide more small group and individualized instruction by placing an educational assistant in every kindergarten class in poverty area schools. An individualized, multi-media approach was to be utilized to afford children opportunities for varied perceptual experiences (auditory, visual, tactile) and development of the cognitive skills of naming and classifying. Curriculum guides appropriate to the kindergarten level were to be implemented.

On the first grade level, these needs were to be met by reducing pupil-teacher ratios and by providing educational assistant services. For 40 per cent of grade 1 and grade 2 classes, a pupil-teacher ratio of 15 to 1 in grade 1 and of 20 to 1 in grade 2 was to be established. For the remaining 60 per cent of grade 1 and grade 2 classes, a pupil-teacher ratio of 27.2 to 1 was to be established, plus five hours of educational assistant time. The educational assistant was to work in close relationship with the teacher, assisting in the performance of monitorial, clerical, and administrative duties, in providing small group instruction, in supervising games, in handling audio-visual materials, and the like. The functioning of professionals and paraprofessionals as a team was to enrich the quality of the program on these grade levels, and give the teacher maximum time for the development of a sound educational program for the children.

B. PROGRAM OBJECTIVES

The Program to Strengthen Early Childhood Education in Poverty Area Schools has the following stated objectives:

a. To develop at the earliest possible stage an awareness of the printed word and a readiness for reading through many experiences with stories, poetry, books.

b. To develop listening and speaking skills so that a child can communicate with peer groups and adults, follow directions, and enjoy and retell stories and poems in proper sequence.

c. To develop a larger vocabulary and learn beginning comprehension skills so that pupils may progress from readiness to beginning reading.

d. To provide at each child's level opportunities to observe, discover, explore, experiment, classify, draw conclusions and/or find solutions; to make this possible through experiences in mathematics, science, art, and other creative expression.

e. To strengthen child's sense of self-worth and internalized code of behavior so that child can select and attack an appropriate task and pursue it to its completion.

C. EVALUATION OBJECTIVES AND PROCEDURES

The evaluation design has two major facets:

a. Determination of the extent to which the program was implemented

b. Determination of the extent to which the program was successful in attaining its stated goals.

In order to determine the extent to which the program was implemented, the following techniques were utilized:

a. Analysis of official records - data sheet to all schools participating in program to determine nature or organizational patterns established in kindergarten, grade 1, and grade 2; assignment of paraprofessionals and ratio teachers

b. Questionnaires to key personnel in participating schools to determine nature and extent of instructional and staff development programs

c. Observation of class organization patterns in sample of 30 schools.

In order to determine the extent to which the program was successful in attaining its stated goals, the following approaches were utilized:

a. Observation of on-going program by qualified observers - attention was directed to use of various instructional models (large vs. small group instruction, individualized instruction, use of instructional materials; use of classroom space; use of community and school resources; use of audiovisual aids; provision for experiential learning, etc.); to role of paraprofessional and ratio teacher in instructional program (nature of activities to which assigned, rapport with pupil, liaison activities with community, role in small group instruction, etc.).

b. Interviews with and/or questionnaires to participating professionals (early childhood coordinator, classroom teachers, paraprofessionals, ratio teachers, administrators) - to determine data concerning training and experience, role in program, reaction to program, etc.

c. Analysis of Test Results - to determine pupil growth. The New York City Prereading Assessment test was administered to one kindergarten class, and the Metropolitan Achievement Test (Primary I) in Reading was administered to one first grade class in each of the 30 sample schools, and the results analyzed. The performance of second grade pupils on the city-wide administration of the Metropolitan Achievement Test in Reading was analyzed. As special substudies, growth as measured by the Metropolitan Achievement Test in Reading of a sample of pupils now in third and fourth grade who had previously participated in the program was studied.

d. Administration of Rating Scales and Checklists - scales designed to determine the teachers' perceptions of pupil improvement in attitudes to self and school were administered, and the findings analyzed. In addition, a checklist designed to determine cognitive and linguistic abilities and skills of the participating pupils was administered, and the findings analyzed.

D. MAJOR FINDINGS

1. The program, as projected in the request for funding, was substantially implemented.

2. On the kindergarten level, ratings assigned to play activities and language activities were generally "good" or "excellent;" learning activities in other content areas, such as mathematics, science, and social studies were somewhat less well developed. The development of cognitive skills did not seem to receive emphasis in the implementation of the program, and the program did not meet its objectives in this area.

   All but a small proportion of the teachers showed good command of techniques of class management. Materials were considered in good supply and adequately utilized. The paraprofessional, in the eyes of both observers and professionals, was a potent force in the development of the program.

3. The same comments may be made concerning the program on the first and second grade level. On these grades, as on the kindergarten level, there were some indications that reading and/or reading readiness activities were overemphasized, and that implementation of the suggestions made in curriculum guides concerning development of activities in other content areas and in cognitive skills had been neglected. There was some evidence, too, that advantages accrued to those classes taught by a single teacher assisted by a paraprofessional, and that considerable difficulty was experienced when paired classes sharing a single room were organized.
4. The professional services of ratio teachers in the Program have not been fully utilized in many schools.
5. Test results indicated that the growth of children in reading was satisfactory; relatively greater progress was shown in Word Knowledge than in Comprehension, perhaps reflecting a greater stress on mechanics of reading than on understanding, critical thinking and problem solving.

6. Training programs for personnel involved in the Program were a major weakness; in some instances, these programs were too general to meet the specific needs of Early Childhood personnel; in others, the programs were directed at new personnel alone.
7. The school ECE coordinator, in those schools in which the position was established, proved to be an invaluable asset to the Program.
8. A program of parent involvement was virtually non-existent; those school programs that were organized were not considered effective.
9. Little special provision was made for the non-English speaking child in the Program, or for the child who enters school for the first time in first grade.

E. RECOMMENDATIONS

1. The Program to Strengthen Early Childhood Education in Poverty Area Schools should be recycled.
2. Individual schools should be given greater leeway in the organization of ECE classes and assignment of personnel; local school districts should not mandate a particular type of organization on the school level.
3. The practice of organizing paired classes should be critically examined, in the light of previous experience in the school, before such classes are established for a successive year.
4. The duties and functions of the ratio or cluster teacher should be clarified, and a program in which the ratio teacher is used as a team member, rather than as a "fill-in," should be developed.
5. Current kindergarten programs should be modified to reflect less emphasis on reading and/or reading readiness, and greater emphasis on structured and sequential activities in content areas and in cognitive skill development in critical thinking and problem solving.

6. Similar revisions should be made of the existing programs in first and second grade.
7. Provide for a comprehensive program of training of personnel participating in the program; if possible, provide a position of teacher trainer.
8. Mandate the establishment of a position of ECE coordinator in all schools participating in the Program.
9. Continue the present practice of assigning a paraprofessional to every kindergarten class; extend the assignment of paraprofessionals to all first and second grade classes participating in the Program.
10. Establish programs of parent involvement in all schools participating in the program; strengthen existing programs involving parents.
11. Provide training in teaching English as a Second Language in all schools in which a substantial proportion of the children are non-English speaking.
12. Eliminate kindergarten waiting lists; conduct an intensive and continuous drive for kindergarten registration.

CHAPTER I

INTRODUCTION

The Program to Strengthen Early Childhood Education in Poverty Area Schools (SECE) organized by the Board of Education of the City of New York during the 1970-1971 school year constituted a recycling of a similar program conducted during the previous school year. The 1968-1969, 1969-1970 and 1970-1971 programs were funded under Title I of the Elementary and Secondary Education Act (ESEA).

The SECE Program was planned through the joint efforts of the Bureau of Early Childhood Education, the Office of Elementary Schools, the Program Development Unit of the Office of State and Federally Assisted Programs, the Bureau of Special Reading Services, and the Auxiliary Educational Career Unit.

A. Program Goals

The program goals, the objectives to be attained by the program, were based on an analysis of observed needs of children enrolled in Early Childhood Education classes. The basic needs common to such children in poverty area schools were identified as follows:

1. Need to overcome deficits in verbal, conceptual, and cognitive development; limited vocabulary, paucity of names for every day objects;
2. Need for developing personal and interpersonal relationships with a peer group as well as with adults in the immediate environment; social and emotional development;
3. Need to develop critical thinking and problem solving;
4. Need to develop a feeling of self-worth and an internalized code of behavior;

5. Need for parental and community involvement as a means of providing insights in their children's learning.

Consideration of these needs led to the formulation of the following major objectives of the SECE program, summarized in the request for funding submitted by the Board of Education:

1. To develop at the earliest possible stage an awareness of the printed word and a readiness for reading through many experiences with stories, poetry, books.
2. To develop listening and speaking skills so that a child can communicate with peer groups and adults, follow directions, and enjoy and retell stories and poems in proper sequence.
3. To develop a larger vocabulary and learn beginning comprehension skills so that pupils may progress from readiness to beginning reading.
4. To provide at each child's level opportunities to observe, discover, explore, experiment, classify, draw conclusions and/or find solutions; to make this possible through experiences in mathematics, science, art, and other creative expression.
5. To strengthen child's sense of self-worth and internalized code of behavior so that child can select and attack an appropriate task and pursue it to its completion.

B. Program Procedures

The objectives stated above were to be achieved by the allocation of additional professional and paraprofessional personnel to those elementary schools designated as poverty area schools by the Council Against Poverty. Additional teachers and paraprofessionals were to be assigned as follows:

1. An educational assistant was to be assigned to each kindergarten class;

2. For 40 per cent of grade 1 and of grade 2 classes, a pupil-teacher ratio of 15 to 1 (in grade 1) and of 20 to 1 (in grade 2) was to be established;
3. For the remaining 60 per cent of grade 1 and grade 2 classes, a pupil-teacher ratio of 27.2, plus 5 hours per day of educational assistant time, was to be established.

Some flexibility was permitted in meeting these standards. Decisions concerning assignment of additional teachers and paraprofessionals were to be made by the local district superintendent. Depending on the needs of a given eligible school, an additional "ratio" teacher could be assigned in lieu of educational assistants. In instances where such a conversion was made, one teacher was considered as replacing 20 hours of educational assistant time daily.

The Kindergarten Program. Wherever possible, kindergarten classes were to be organized on a 2½ hour basis rather than on the usual 3 hour A.M., 2 hour P.M. session. The teacher, assisted by the assigned paraprofessional, was to provide more individualization of instruction for each pupil. A multi-media approach was to be instituted, in order to provide children varied opportunities for the development of auditory, visual, and tactile perceptual skills, and of the cognitive skills of naming and classifying. The Prekindergarten-Kindergarten Curriculum Guide, Language Arts, Family Living, Science K-2, and the Kindergarten History and Social Science bulletins were to be implemented.

In addition, kindergarten teachers, under the direction of the school principal and the Early Childhood Supervisor, were to plan meetings and workshops for parents dealing with such subjects as program development for five-year-olds, and the role and responsibility of the school and the home. When requested by parents, the teacher was to organize meetings involving other bureaus and agencies.

The Program in Grade 1 and Grade 2. The program on these grade levels was to stress reading, methods of teaching reading, and diagnosis of reading difficulty. The paraprofessional, in those classes where an educational assistant was assigned, was to work in a close relationship with the teacher, assisting her in developing improved attitudes, skills, and habits. The paraprofessional was also to relieve the teacher of some monitorial, clerical, and administrative duties. Under the direction of the classroom teacher, the educational assistant was to assist in:

a. Giving small group instruction
b. Maintaining wholesome classroom discipline
c. Operating audio-visual materials
d. Providing supervision at games and on trips
e. Giving bilingual instruction where required.

Training of Paraprofessionals. The funding proposal submitted for the SECE Program describes an inservice training program for educational assistants in considerable detail. The adequacy of this inservice program is evaluated elsewhere.

CHAPTER II

EVALUATION DESIGN AND PROCEDURE

Seventeen Districts elected to arrange for central evaluation of the SECE Program. Considerable variation in the manner in which the program was implemented was to be expected, as the prescription for implementation was flexible. Individual Districts, depending on their needs and resources, could elect to provide either paraprofessional or ratio teacher assistance to a larger number of first and second grade classes than the proportion specified in the project proposal. Moreover, these personnel might be assigned to a wide variety of tasks.

The design developed for the evaluation of the SECE program had two major facets:

1. Determination of the extent to which the program was implemented with respect to:
    a. Assigning a paraprofessional in kindergarten classes
    b. Establishing a pupil-teacher ratio of 15 to 1 in 40 per cent of first grade classes
    c. Establishing a pupil-teacher ratio of 20 to 1 in 40 per cent of second grade classes
    d. Establishing a pupil-teacher ratio of 27.2 to 1 and assigning an educational assistant in the remaining 60 per cent of first and second grade classes.
2. Determination of the extent to which the program was successful in attaining its stated goals. These specific objectives, and the criteria used to evaluate their attainment were:
    a. To develop at the earliest possible stage an awareness of the printed word and a readiness for reading through many experi-

ences with stories, poetry and books.

Criterion of acceptable performance: 75 per cent of pupil population will develop the ability to move from readiness to the beginning reading of a sight vocabulary.

b. To develop listening and speaking skills so that a child can communicate with peer groups and adults, follow directions, and enjoy and retell stories and poems in proper sequence.

Criterion for acceptable performance: 75 per cent of the sample population will develop the ability to retell stories and/or poems in proper sequence.

c. To develop a larger vocabulary and learn beginning comprehension skills so that pupils may progress from readiness to beginning reading.

Criterion for acceptable performance: 75 per cent of the children participating will achieve scores reflecting normal growth on the Pre-Reading Assessment Test (Kindergarten), Metropolitan Achievement Test Primary I (Grade 1), or Upper Primary Test (Grade 2).

d. To provide at each child's level opportunities to observe, discover, explore, experiment, classify, draw conclusions and /or find solutions; to make this possible through experiences in mathematics, science, art, and other creative expression.

Progress was judged by rating each child's progress in skills of observation, discovery, exploration and experimentation by observing the child's use of and manipulation of materials and his comments about them. A specially prepared check list was used to quantify teacher's observation.

Criterion of acceptable performance: satisfactory achievement as judged by the teachers for 75 per cent of the children.

e. To strengthen child's sense of self-worth and internalized code of behavior so that child can select and attack an appropriate task and pursue it to its completion. Progress was judged by noting the degree of change in each child's self-attitudes and attitudes toward school tasks. A specially prepared rating scale of pupil behavior was used to quantify observation of teachers.

Criterion of acceptable performance: satisfactory growth as judged by the teachers for 75 per cent of the children.

A. Samples Used in the Evaluation

Three different samples were utilized in various phases of the evaluation:

1. Total Sample - in order to obtain data concerning several aspects of the extent of implementation of the program, a total sample, comprising all participating schools was used.
2. Intensive ("Core") Sample - in order to obtain intensive data concerning effectiveness of the program by means of observation and interviews with administrators, teachers, and paraprofessionals, a sample of 30 schools was selected. This sample included from one to three schools representing each of the 17 districts participating in the program.
3. Questionnaire ("Mail") Sample - Mailed questionnaires were sent to all participating schools other than those in the intensive "core" sample.

B. Data Collection Techniques

A variety of approaches were utilized in the collection of data for the evaluation:

1. Analysis of official records - in order to obtain data concerning implementation of the program, a data sheet, calling for a summary of the organizational pattern in ECE classes and assignment of paraprofessional and ratio teachers was sent to the total sample of 150 schools participating in the program.
2. Observation - in order to appraise the effectiveness of the program in operation, qualified observers visited each of the 30 schools in the intensive sample for an average of 6 days. In each school, two kindergarten, three first grade, and three second grade classes were observed. In each of the first and second grade classes, one lesson in reading and one lesson in some other subject area were seen. A specially prepared observation schedule was utilized to summarize observed lessons. In addition, an overall appraisal of the educational functioning of each classroom was made by the observer, again utilizing a specially prepared form. (Copies of the instruments used by the observers appear in the Appendix). An orientation session was conducted for the observers, at which the objectives of the program were described and the instruments to be used were discussed.

   The 18 observers included 10 members of the staffs of teacher training institutions in the Metropolitan area, all of whom had had considerable experience on the early childhool level, two former principals of New York City public schools, a former director of reading services, five former teachers in New York City schools. All of the observers had had extensive experience on the ECE level and had done responsible work in teacher training and curriculum development.

3. Questionnaires - in order to obtain additional data concerning program implementation, as well as the reactions of program participants, a series of questionnaires were sent to the principal, assistant principal, school ECE Coordinator (if any), and to selected classroom and ratio teachers and educational assistants in each of the remaining participating schools. (Copies of the questionnaires may be found in the Appendix).
4. Interviews - in addition to observing classes in the intensive sample of 30 schools, the observers conducted a series of interviews with school personnel. Using the questionnaires described above as interview schedules, the observer interviewed the principal, assistant principal, school ECE coordinator (if any) and the classroom teachers, ratio teachers and paraprofessionals in the classes that were observed.
5. Analysis of Test Results - the New York Prereading Assessment Test was administered to one kindergarten class, and the Metropolitan Achievement Test in Reading (Primary I) was administered to one first grade class, in each of the 30 schools in the intensive sample. In addition, the performance of second grade pupils on the city-wide administration of Metropolitan Achievement Test in Reading was analyzed. As special substudies, moreover, the growth of pupils now in the third grade who were in the Program during the 1969-1970 school year, and that of pupils now in the fourth grade who participated in the Program during the 1969-1969 school year, were studied. Here, too, the performance of these pupils on the Metropolitan Achievement Test in Reading was analyzed.
6. Administration of Rating Scales and Checklists - scales designed

to determine the teachers' perception of pupil inprovement in attitudes to self and school were administered, and the findings analyzed. In addition, a checklist designed to determine cognitive and linguistic abilities and skills of the participating pupils was administered, and the findings analyzed.

C. Data Analysis

The instruments described above provided a wealth of detailed descriptive data concerning the nature and extent of implementation of the program, reactions of participating personnel and observers concerning the effectiveness of the program as well as information regarding the attitudes, needs, skills, and performance of pupils.

Using as criteria the appraisals furnished by school personnel and by the observers, as well as the achievement scores of the children in the intensive sample of participating schools, a number of subgroup comparisons concerning the effectiveness of the program were made. The specific questions to which attention was directed may be summarized as follows:

1. Are there significant differences in the effectiveness of the SECE Program, as measured by the criterion ratings and the achievement test scores, between:
   a. Classes with paraprofessionals and classes without paraprofessionals
   b. Classes of different sizes.

Where appropriate, analysis of variance was employed to determine the significance of differences between groups and interactions between them. In those instances in which the assumptions of a parametric test were not met, a chi-square approach was utilized.

CHAPTER III

THE SAMPLE OF RESPONDENTS

Before turning to a consideration of the findings of the evaluative study, it might be well to describe the respondents to the interviews that were conducted and to the questionnaires that were mailed.

In each of the 30 intensive, or "core" sample schools, interviews were conducted by a member of the observation team, where possible, with the principal, the primary assistant principal and the ECE Coordinator (if any), as well as with the classroom teachers and paraprofessionals in each of the two kindergartens and three first and second grade classes in which observations were conducted, and with ratio teachers assigned to those grade levels.

Questionnaires were sent to all other 120 participating schools to be returned by the principal, the assistant principal, the ECE Coordinator, by two teachers on each of the kindergarten, first, and second grade levels, by three paraprofessionals and three ratio teachers assigned to ECE classes.

The questionnaire form mailed to administrators and teachers in the "mail" sample, and the interview schedule utilized by the observers in the "core" sample were identical; thus, detailed information regarding the implementation and effectiveness of the program was solicited from a total of 150 schools.

Data regarding the SECE programs was furnished by a total of 117 principals of participating schools. Information was also collected from a total of 90 assistant principals and from 43 ECE Coordinators having some responsibility for the early childhood classes in their schools.

Questionnaire or interview responses were received from 192 kindergarten teachers; 221 first grade, and 207 second grade teachers in the participating schools; responses from 186 ratio teachers were also analyzed. Responses from a total of 354 paraprofessionals were available for analysis; of these, 140 (42.0%) were assigned to kindergarten, 106 (31.8%) were assigned to first grade classes, and 87 (26.1%) to second grade classes.

A. BACKGROUND OF THE PARTICIPANTS

1. Principals

Of the 117 principals in the sample schools, 111, or 94.8% reported that they held graduate degrees. The average number of graduate credits completed was 68.1.

A total of 97 (82.9%) reported previous experience as principal; of these, the average number of years of experience prior to the current school year as principal was 6.6 years. A total of 109 principals reported prior experience as assistant principal; of these, a mean of 7.2 years of experience as assistant principal was reported.

Previous experience as elementary school teachers (K-6) was reported by 82 (70.1%) of the principals; these principals had served an average of 9.1 years as elementary school teachers. Only 15 principals (12.8%) indicated prior experience teaching as Early Childhood Education teachers. The principals with such experience had served an average of 4.7 years in this role.

As a group, then, the principals constituted a very experienced body of men and women, both as administrators and elementary school teachers, although relatively few had served as ECE teachers.

2. Assistant Principals

Information regarding the background and experience of 90 assistant principals involved with the SECE program was obtained.

Of the 90 assistant principals, 27 (30.0%) were male, and 63 (70.0%) female. A mean of 57.3 graduate credits was reported by 86 (95.5%) of the respondents; 80 (88.9%) held a graduate degree.

A total of 82 (91.1%) of the assistant principals reported prior experience in this role; of these, a mean of 4.5 years of experience was reported. All but three of the assistant principals with prior experience served previously in this capacity in the same school.

Nearly all (84, or 93.3%) of the assistant principals responding reported previous experience as elementary school (k-6) teachers; 13.8 years, on the average. An average of 6.7 years of previous experience in teaching early childhood classes was reported by 47 of the 90 respondents.

The assistant principals, too, constituted a group with considerable experience, both in their present position and as former elementary school teachers. Slightly more than one-half of the assistant principals had served in ECE classes.

3. ECE Coordinators

Of the 43 ECE coordinators for whom information was available, 25 (58.1%) held a graduate degree. A mean of 47.8 graduate credits was reported by 35 respondents.

All but three ECE coordinators had previously taught in kindergarten through second grade, for an average of 11.7 years. A total of 26 (60.5%) had had experience teaching in grades 3 through 6. An average of 11.4 years of previous experience in the same school was reported by the 43 coordinators. All had previously served as ECE coordinator; the mean number of years of prior experience as ECE coordinator reported was 2.6 years. In view of the relatively short length of time that the schools have been able to assign a teacher to serve as an ECE coordinator, this represents considerable prior experience.

4. Teachers

Of the 192 kindergarten teachers sampled, 91 (47.4%) held a graduate degree. A total of 151 (78.6%) had completed graduate courses; a mean of 32.8 graduate credits had been completed. Graduate degrees were held by 85 (38.5%) of the 221 responding first grade teachers. A mean of 25.6 graduate credits were reported by 183 (82.8%) of the grade 1 teachers. Seventy (33.8%) of the 207 second grade teachers held graduate degrees. A mean of 27.4 graduate credits was reported by the 172 (83.1%) of the second grade teachers responding.

Of the 186 teachers serving ECE classes as ratio, cluster, or floater teachers for whom information was available, 54 (29.0%) held a graduate degree. A mean of 29.13 graduate credits was reported by 138 (74.2%) ratio teachers.

All kindergarten teachers, all but four of the first grade teachers and all but six of the second grade teachers were female. Nine of the 186 ratio teachers were male.

Information regarding the licenses under which the participating teachers served are presented in Table III-1.

Table III-1

Teaching License of Participating Teachers

	Early Childhood		Common Branches		Not Given	
	N	Per Cent	N	Per Cent	N	Per Cent
Kindergarten (N=192)	148	77.1	24	12.5	20	10.4
Grade 1 (N=221)	71	32.1	123	55.7	27	12.2
Grade 2 (N=208)	53	25.6	141	68.1	14	6.8
Ratio Teachers (N=186)	43	23.1	100	53.7	43	23.1

Table III-2 presents data regarding the prior teaching experience reported by teachers serving in the SECE program.

Table III-2

Prior Teaching Experience of Participating Teachers

	Kindergarten (N=192)			Grade 1 (N=221)			Grade 2 (N=208)			Ratio (N=186)		
	N	Per Cent	Mean Years	N	Per Cent	Mean Years	N	Per Cent	Mean Years	N	Per Cent	Mean Years
Teachers with prior experience	185	96.4	9.3	206	93.2	5.6	192	92.8	5.8	149	80.1	7.0
Teachers with prior experience in same school	178	92.7	6.3	198	89.6	4.0	182	87.9	3.9	127	68.3	5.6
Teachers with K-2 experience	187	97.4	8.5	210	95.0	5.1	192	92.7	4.5	148	79.6	5.0
Teachers with no prior experience	7	3.6		15	6.8		15	7.2		37	19.9	

Again, the mean experience reported by the group is relatively high. Very few of the respondents are beginning teachers and, particularly on the kindergarten level, are well beyond the probationer level. Interestingly, the pattern of variation in experience was rather unusual among the ratio teachers who responded to the questionnaire. Nearly 20 per cent of the ratio teachers were beginning teachers, while about 7 per cent of first and second grade teachers had no prior experience. On the other hand, those ratio teachers who reported prior experience had served longer (7 years), on the average, than had classroom teachers on the first and second grade levels (5.6 and 5.8 years, respectively).

5. Paraprofessionals

Data were available regarding the background and experience of 354 paraprofessionals; all but four of whom were female.

Data regarding the educational background of the 354 paraprofessionals are presented in Table III-3.

Table III-3

Highest Level of Schooling Completed by

Paraprofessionals Participating in SECE Program (N=354)

	N	Per Cent
No High School Diploma	6	1.7
Held High School Diploma	120	33.9
Completed Some College Work	199	56.2
Held Degree from a Two Year College	23	6.5
Held Degree from a Four Year College	5	1.4

Of the 354 paraprofessionals, 344 (97.2%) had had experience as educational assistants or teacher aides prior to the current school year. Those with such experience had served an average of 3.1 years in this capacity. A total of 347 paraprofessionals reported prior experience in the same school; some included their association with the school as parents or volunteers. A mean of 3.4 years of prior experience in the same school was reported.

The paraprofessionals also tend to be a relatively experienced group, when viewed in terms of the length of time such assignments have been available in the schools. In terms of educational background, too, the group shows school work well above the average of the usual layman. All but 6 respondents reported holding a high school diploma, while almost two-thirds of the respondents noted that they had completed some college work. It is probable that, for most of the paraprofessionals, this college work represents participation in the Career Ladder Program.

CHAPTER IV

IMPLEMENTATION OF THE PROGRAM

A. SOURCES OF DATA

Information gathered through questionnaires sent to all schools participating in the program, and through telephone interviews in instances where the questionnaire data were incomplete, provided the data upon which this chapter is based. In the 17 districts covered by this evaluation, 150 schools were designated as eligible for participation in the program; of these, eight schools reported that they had no classes below grade 3. Three schools reported that they were not covered by this evaluation, as they were participating in other programs, such as EEP.

Complete data regarding implementation of the program was received from a total of 133 schools.

District	No. of Schools	District	No. of Schools
1	14	17	10
2	7	18	1
4	15	19	20
5	16	20	1
9	10	21	2
10	3	27	3
11	1	28	5
15	14	30	5
		31	6

B. IMPLEMENTATION AT THE KINDERGARTEN LEVEL

1. Assignment of Paraprofessionals

On the kindergarten level, a total of 760 classes were organized in the participating schools. Of these, 611 (80.4%) were classes taught by a single teacher, and had been allotted the services of an educational assistant. In four (0.5%) of the other classes taught by a single teacher, the services of two paraprofessionals were provided; in 28 (3.7%) of these classes, paraprofessional assistance was provided for half or less than half the length of the kindergarten session; generally, two classes shared the paraprofessional's services. In 35 (4.6%) of the classes, no paraprofessional services were provided.

A total of 82 (10.8%) of the kindergarten classes were taught by "paired" teachers (two teachers sharing a single classroom); of these, only two (0.3% of the total number of classes) had not been assigned paraprofessional assistants. In 46 paired classes (6.1% of the total), one paraprofessional assisted both teachers; in 34 paired classes (4.5% of the total), two paraprofessionals were assigned. In addition, nine full time kindergarten classes and six non-graded primary classes were organized; these classes are not included in this evaluation report.

No paraprofessional assistance was provided in only 37 classes; full time or part time paraprofessional services were allotted to 95.6 per cent of the 760 kindergarten classes in the participating schools. In 669 classes (88.0% of the total), the full time assistance of one or more paraprofessionals was assigned for each paired or single class. A total of 28 (3.7%) of the single classes had part time paraprofessional services.

Of the 23 paired classrooms (46 paired classes) served by a single paraprofessional, only two had combined registers of less than 35 pupils; in all other classrooms, groups of 37 to 50 children were assigned to two teachers and one paraprofessional.

These data are summarized in Table IV-1.

Table IV-1

Paraprofessional Assignments - Kindergarten

	Single Classes								Paired Classes						
	None		One Full-time		One Part-time		Two		None		One		Two		Total
Dist	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	Classes
1	3	4.8	53	85.5			2	3.2					4	6.5	62
2			26	86.7									4	13.3	30
4	3	4.4	61	89.7	4	5.9									68
5			44	97.8			1	2.2							45(a)
9	9	11.4	44	55.7					2	2.5	12	15.2	12	15.2	79(b)
10			8	40.0							4	20.0	8	40.0	20
11			4	100.0											4
15	9	8.9	88	87.1									4	4.0	161(c)
17			64	88.9							8	11.1			72
18			8	100.0											8
19			110	87.3							16	12.7			126
20			12	100.0											12
21			10	100.0											10
27			4	33.3	8	66.7									12
28	4	11.8	24	70.6	1	2.9	1	2.9			2	5.9	2	5.9	34
30			23	54.8	15	35.7					4	9.5			42
31	3	8.6	32	91.4											35
Total	35	4.6	611	80.4	28	3.7	4	0.5	2	0.3	46	6.1	34	4.5	760

(a) 9 full day classes not included

(b) 2 non-graded classes not included

(c) 4 non-graded classes not included

It would appear, then, that the objective of providing a paraprofessional in each kindergarten class was substantially met. It must be remembered that these data were collected early in the school year, and that some schools may not yet have recruited their full allotment of paraprofessional assistants at that time.

2. Pupil-Teacher and Pupil-Adult Ratio

In each district, additional teaching personnel variously referred to as "ratio," "cluster," or "floater" teachers, were assigned to kindergarten classes on a full-time or part-time basis. Data were collected regarding the ratio teacher time allotted to kindergarten classes in each school. The fractional equivalent of full-time service provided by ratio teachers to kindergarten classes was then computed, after setting the full-time services of a ratio teacher at 20 hours per week. Table IV-2 presents summary data regarding the number of schools, single and paired classes, and number of ratio teachers assigned on the kindergarten level.

Table IV-2

Number of Ratio Teachers Assigned to Kindergarten Classes

District	No. of Schools Reporting	No. of Classes			No. of Ratio Teachers
		Single	Paired	Total	
1	14	58	4	62	7.30
2	7	26	4	30	1.61
4	14	68	0	68	3.88
5	13	45	0	45(a)	7.23
9	10	53	26	79(b)	5.53
10	3	8	12	20	1.62
11	1	4	0	4	0.00
15	14	96	4	100(c)	7.01
17	10	64	8	72	18.46
18	1	8	0	8	1.00
19	20	110	16	126	10.80
20	1	12	0	12	4.00
21	2	10	0	10	1.08
27	3	12	0	12	.30
28	5	30	4	34	1.60
30	5	38	4	42	3.01
31	6	35	0	35	4.05

(a) 9 full day kindergarten classes not included

(b) 2 non-graded primary classes not included

(c) 4 non-graded primary classes not included

For each district, a pupil-teacher ratio, based on the ratio of the total number of pupils to the total number of classroom teachers and ratio teachers on the kindergarten level, was computed. An adult-pupil ratio, based on the ratio of the total number of pupils to the total number of professional and paraprofessional personnel was also determined. Average class registers, pupil-teacher ratios, and adult-pupil ratios for each district are presented in Table IV-3.

Table IV-3

Class Registers, Pupil-Teacher Ratios, and Pupil-Adult Ratios

On Kindergarten Level

Dist	No. of Classroom Teachers	Mean Register	No. of Ratio Teachers	Total No. of Teachers	Pupil-Teacher Ratio	No. of Paraprofessionals	Total No. of Adults	Pupil-Adult Ratio
1	62	18.84	7.36	69.30	16.85	59	128.30	9.10
2	30	19.66	1.61	31.61	18.65	30	61.61	9.57
4	68	20.52	3.88	71.88	19.41	63	134.88	10.34
5	45	21.97	7.23	52.23	18.92	46	98.23	10.06
9	79	19.97	5.53	84.53	18.66	62	146.53	10.76
10	20	22.60	1.62	21.62	20.90	18	39.62	11.40
11	4	17.25	0.00	4.00	17.25	0	4.00	17.25
15	101	22.79	7.01	108.01	21.31	92	200.21	11.50
17	72	22.46	18.46	90.46	17.87	68	158.46	10.20
18	8	25.00	1.00	9.00	22.22	8	17.00	11.76
19	126	21.38	10.80	136.80	19.69	118	254.80	10.57
20	12	24.83	4.00	16.00	18.62	12	28.00	10.43
21	10	21.40	1.08	11.08	19.31	10	21.08	10.15
27	12	28.58	.30	12.30	27.88	8	20.30	16.89
28	34	22.49	1.60	35.60	21.47	29.50	65.10	11.74
30	42	20.27	3.01	45.01	18.91	32.50	77.51	10.98
31	35	21.77	4.05	39.05	19.51	32	71.05	10.72

For many years, it has been the practice in New York City to maintain a register of 25 pupils in kindergarten classes. In view of the needs of children in poverty area schools, it would be imperative to seek to reduce class size on this level whenever possible. The data summarized in Table 3 indicate that the schools have been very successful in attaining this desirable end. Mean class size is very low; a mean register of 25 is exceeded in only one district. It is apparent that a major effort was made to maintain low registers on the kindergarten level, and that the results have been highly successful.

The data are even more striking when the pupil-teacher ratios, which reflect assignments of ratio teachers to kindergarten classes, are considered. The pupil-teacher ratio exceeds 25 in only one district, and falls below 20 in 12 districts.

Pupil-adult ratios, which take into consideration the assignment of paraprofessionals to kindergarten classes, are even lower. In only two instances does this ratio exceed 12. In all of the other districts, the pupil-adult ratios are considerably below this level, and actually fall below 10 in two districts. These low pupil-adult ratios, which approximate one-half of the mean registers, reflect the fact that a paraprofessional was assigned to almost every one of the participating kindergarten classes.

C. IMPLEMENTATION ON THE FIRST GRADE LEVEL

The goal of the Strengthening Early Childhood Education program, at the first grade level, was to establish a pupil-teacher ratio of 15 to one in 40 per cent of the classes; in the remaining 60 per dent, a pupil-teacher ratio of 27.2 to one, with an additional full time assignment of paraprofessional assistance to these classes.

A total of 851 first grade classes were organized in the schools in the districts covered by this evaluation.

In order to determine whether the criterion of establishing a ratio of 15 to 1 in 40 per cent of grade 1 classes, and a pupil-teacher ratio of 27.2 to 1 in the remaining 60 per cent was met, the following procedures were followed:

1. Within each district, the pupil-teacher ratio of each class was adjusted to take into account the number of hours per week ratio teachers were assigned to first grade classes in that district.

2. The first grade classes were arranged in order of their adjusted pupil-teacher ratios and divided at the 40th percentile.

3. Mean pupil-teacher ratios for the lowest 40 per cent of classes, and for the highest 60 per cent of classes were computed; Table IV-4 presents the resulting data.

Table IV-4

Pupil-Teacher Ratios in First Grade Classes

Dist.	No. of Classes	Classes with Lowest P-T Ratios (40%) N	Classes with Lowest P-T Ratios (40%) Mean	Classes with Highest P-T Ratios (60%) N	Classes with Highest P-T Ratios (60%) Mean
1	80	35	12.81	45	22.50
2	32	13	16.60	19	22.58
4	75	31	11.67	44	20.47
5	66	26	14.36	40	18.33
9	99	42	13.47	57	22.77
10	14	6	18.94	8	19.72
11	4	2	17.34	2	21.78
15	98	40	13.07	58	21.79
17	73	29	17.83	44	21.72
18	9	4	25.84	5	27.89
19	156	61	11.84	95	22.78
20	20	8	13.85	12	15.18
21	9	4	15.03	5	17.64
27	16	6	18.03	10	29.27
28	32	13	19.22	19	21.63
30	33	13	14.01	20	19.97
31	35	14	10.22	21	15.62

In 10 of the 17 districts, a pupil-teacher ratio of 15 to 1 in 40 per cent of the first grade classes was achieved. In all but one district, the pupil teacher ratio of the largest 60 per cent of the classes also met the criterion of 27.2 to 1. Examination of Table IV-4 reveals, also, that in some districts with relatively high pupil-teacher ratios in the lower 40 per cent of the classes, the pupil-teacher ratios in the upper 60 per cent were very low (Districts 2, 10, 11, 17 and 28). These districts cannot be said to have been unsuccessful in meeting the objectives of the Program without interpreting these objectives more strictly than had been the intent of the program's planners.

Further information regarding the assignment of paraprofessionals to first grade classes indicates that, in many cases, the flexibility provided by the option of assigning either paraprofessional or additional professional help resulted in the organization of many smaller classes with paraprofessional assistance, and large classes without such assistance, depending on the special needs of the individual schools, their teachers and their pupils.

Examination of Tables 5 and 6 reveals that in all but four districts, paraprofessional assistance was made available, on a full-time or part-time basis, to a majority of the classes with the largest pupil-teacher ratios, and to a large proportion of small classes as well. The wide variety in the manner in which the Program was implemented attests to the value of the inherent flexibility in the Program's provisions, and the resourcefulness of the individual Districts and schools in shaping the program to meet local needs and in taking advantage of local strengths.

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Table IV-5

Type of Class Organization in 40 Per cent of First Grade Classes with Lowest Pupil-Teacher Ratios

		Single No Para		Single Part-time Para		Single Full-time Para		Paired		Other	
Dist.	**Total Classes**	**N**	**Per Cent**	**N**	**Per Cent**	**N**	**Per Cent**	**N**	**Per Cent**	**N**	**Per Cent**
1	35	4	11.4	5	14.3	11	31.4	6	17.1	9	25.7
2	13	6	46.1	1	7.6	6	46.1	0	0.0	0	0.0
4	31	11	35.4	0	0.0	1	3.2	19	61.2	0	0.0
5	26	6	23.0	0	0.0	15	57.6	0	0.0	5	19.2
9	42	17	40.4	0	0.0	0	0.0	25	59.5	0	0.0
10	6	1	16.6	4	66.6	1	16.6	0	0.0	0	0.0
11	2	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
15	40	4	10.0	0	0.0	6	15.0	30	75.0	0	0.0
17	29	1	3.4	2	6.9	22	68.9	4	1.3	0	0.0
18	4	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0
19	61	23	37.8	3	4.9	3	4.9	32	52.4	0	0.0
20	8	8	40.0	0	0.0	0	0.0	8	100.0	0	0.0
21	4	2	50.0	0	0.0	2	50.0	0	0.0	0	0.0
27	6	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0
28	13	2	15.3	1	7.7	3	23.0	7	53.8	0	0.0
30	13	2	15.3	2	15.3	5	38.4	4	30.7	0	0.0
31	14	2	14.2	2	14.2	2	14.2	8	57.1	0	0.0

Table IV-6

Type of Class Organization in 60 Per Cent of First Grade Classes with Highest Pupil-Teacher Ratios

Dist.	Total Classes	No N	Single Para Per Cent	Single Part-time Para N	Per Cent	Single Full-time Para N	Per Cent	Paired N	Per Cent	Paired N	Per Cent
1	45	10	22.2	5	11.1	30	66.7	0	0.0	0	0.0
2	19	4	21.0	6	31.5	9	47.3	0	0.0	0	0.0
4	44	8	18.1	2	4.5	31	70.4	3	6.8	0	0.0
5	40	7	17.5	0	0.0	33	82.5	0	0.0	0	0.0
9	57	26	45.6	0	0.0	18	31.5	3	5.2	10	17.5
10	8	3	37.5	1	12.5	4	50.0	0	0.0	0	0.0
11	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
15	58	11	18.9	0	0.0	39	67.2	8	13.7	0	0.0
17	44	9	20.4	2	4.5	33	75.0	0	0.0	0	0.0
18	5	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0
19	95	23	24.2	24	25.2	35	36.8	13	13.6	0	0.0
20	12	0	0.0	0	0.0	0	0.0	12	100.0	0	0.0
21	5	3	60.0	0	0.0	2	40.0	0	0.0	0	0.0
27	10	2	20.0	8	80.0	0	0.0	0	0.0	0	0.0
28	19	3	15.7	1	5.2	14	73.6	1	5.2	0	0.0
30	20	0	5.0	1	0.0	19	95.0	0	0.0	0	0.0
31	21	12	57.1	6	28.5	2	9.5	1	4.7	0	0.0

D. IMPLEMENTATION ON THE SECOND GRADE LEVEL

On the second grade level, implementation of the SECE program called for the establishment of a pupil-teacher ratio of 20 to one in 40 per cent of second grade classes, and a pupil-teacher ratio of 27.2 to one, plus full time paraprofessional help, in the remaining 60 per cent of the classes.

A total of 775 second grade classes were organized in these districts.

In order to determine whether these criteria were met, procedures parallel to those followed in computing pupil-teacher ratios on the first grade level were used. The data resulting from this analysis are presented in Table IV-7.

Table IV-7

Pupil-Teacher Ratios in Second Grade Classes

Dist.	Classes	Classes with Lowest P-T Ratio (40%)		Classes with Highest P-T Ratio (60%)	
		N	Per Cent	N	Per Cent
1	68	27	12.56	41	22.54
2	32	13	17.66	19	25.78
4	55	22	17.76	33	23.42
5	69	28	12.62	41	19.59
9	83	33	14.73	50	25.03
10	16	6	13.20	10	20.73
11	5	2	18.18	3	24.24
15	84	34	18.19	50	25.44
17	72	29	19.45	43	24.70
18	10	4	20.83	6	22.22
19	146	58	15.70	88	22.38
20	13	5	19.73	8	22.38
21	9	4	18.21	5	20.46
27	14	6	20.75	8	29.65
28	28	11	21.90	17	25.43
30	23	9	17.28	14	23.38
31	38	15	13.57	23	20.54

Examination of Table IV-7 indicates that the objective of establishing a pupil-teacher ratio of 20 to 1 in the lowest 40 per cent of participating classes was met in all but three districts; these three districts fell short by a very small amount. Furthermore, in two of these districts, the pupil-teacher ratio in the higher 60 per cent of second grade classes was quite low. The objective of attaining an average pupil-teacher ratio of 27.2 in the latter group of classes was met in all but one district.

Analysis of data showing the assignment of paraprofessionals to second grade classes reveals that, in fully 70.3 per cent of the classes with the lowest pupil-teacher ratios, paraprofessional help had been assigned. In the larger group of classes, 59.3 per cent had paraprofessional help. Thus, there were a good many relatively large second grade classes which had no such assistance, while many small classes were assigned this help. Tables IV-8 and IV-9 present these data:

Table IV-8

Type of Class Organization in 40 Per Cent of Second Grade Classes with Lowest Adjusted Registers

Dist.	Total Classes	Single No Para N	Single No Para Per Cent	Single Part-time Para N	Single Part-time Para Per Cent	Single Full-time Para N	Single Full-time Para Per Cent	Paired N	Paired Per Cent	Other N	Other Per Cent
1	27	6	22.2	0	0.0	8	29.6	4	14.8	9	33.3
2	13	5	38.4	1	7.6	7	53.8	0	0.0	0	0.0
4	22	7	31.8	1	4.5	13	59.0	1	4.5	0.	0.0
5	28	2	7.1	0	0.0	17	60.7	4	14.2	5	17.8
9	33	5	15.1	2	6.0	2	6.0	24	72.7	0	0.0
10	6	0	0.0	0	0.0	4	66.6	2	33.3	0	0.0
11	2	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
15	34	9	26.4	0	0.0	21	61.7	4	11.7	0	0.0
17	29	11	3.4	0	0.0	14	48.2	4	13.7	0	0.0
18	4	3	75.0	0	0.0	1	25.0	0	0.0	0	0.0
19	58	16	27.5	16	28.0	7	12.2	19	33.3	0	0.0
20	5	1	20.0	0	0.0	4	80.0	0	0.0	0	0.0
21	4	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0
27	6	3	50.0	0	0.0	3	50.0	0	0.0	0	0.0
28	11	2	18.1	7	63.6	2	18.1	0	0.0	0	0.0
30	9	0	0.0	1	11.1	8	88.8	0	0.0	0	0.0
31	15	5	33.3	1	6.7	3	20.0	6	40.0	0	0.0

Table IV-9

Type of Class Organization in 60 Per Cent of Second Grade Classes with Highest Adjusted Registers

Dist.	Total Classes	Single No Para N	Single No Para Per Cent	Single Part-time Para N	Single Part-time Para Per Cent	Single Full-time Para N	Single Full-time Para Per Cent	Paired N	Paired Per Cent	Other N	Other Per Cent
1	41	15	36.5	3	7.3	23	56.0	0	0.0	0	0.0
2	19	2	10.5	4	21.0	13	68.4	0	0.0	0	0.0
4	33	4	12.1	3	9.0	24	72.7	2	6.0	0	0.0
5	41	20	48.7	21	51.2	0	0.0	0	0.0	0	0.0
9	50	25	50.0	3	6.0	18	36.0	1	2.0	3	6.0
10	10	5	50.0	3	30.0	2	20.0	0	0.0	0	0.0
11	3	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0
15	50	32	64.0	0	0.0	18	36.0	0	0.0	0	0.0
17	43	14	32.5	1	2.3	28	65.1	0	0.0	0	0.0
18	6	5	83.3	0	0.0	1	16.6	0	0.0	0	0.0
19	88	27	30.7	19	21.3	27	30.3	15	16.8	0	0.0
20	8	2	25.0	0	0.0	6	75.0	0	0.0	0	0.0
21	5	3	60.0	0	0.0	2	40.0	0	0.0	0	0.0
27	8	8	100.0	0	0.0	0	0.0	0	0.0	0	0.0
28	17	4	23.5	9	52.9	4	23.5	0	0.0	0	0.0
30	14	1	7.1	2	14.2	11	78.5	0	0.0	0	0.0
31	23	14	60.8	6	26.0	3	13.0	0	0.0	0	0.0

The large proportion of small classes with paraprofessional assistance and large classes without such assistance on the first and second grade levels reflects thoughtful implementation of the Program on the District and school level, and adjustment of the specifications of the Program to meet local needs. For instance, in schools with extra physical space, an additional ratio teacher rather than paraprofessionals can be assigned as a classroom teacher, thus reducing class registers; in more crowded schools, it was decided that five paraprofessionals could provide more useful supplementary assistance in the classrooms than could one ratio teacher. In many schools, classes were organized on the basis of special pupil needs - for language training, for emotional support, for remediation of deficiencies due to lack of kindergarten experience. Such classes were most often small, and were assigned the help of a paraprofessional. In these schools, the larger classes were not given such assistance.

CHAPTER V

THE KINDERGARTEN PROGRAM

Data regarding the implementation and effectiveness of the SECE Program on the kindergarten level were gathered through observations that were conducted in each of the 30 "core" sample schools. Specially prepared observation schedules were used in a total of 59 observations of kindergarten classes. Additional data were developed through a series of interviews with principals, assistant principals, ECE coordinators, teachers, and paraprofessionals in these schools, and through questionnaires to the same personnel in the remaining 120 participating schools.

A. OBSERVATION OF THE PROGRAM

Observations were conducted in a total of 59 kindergarten classes, approximately half in the morning and half in the afternoon. Paraprofessionals were in attendance in 49 (83.1%) of the classes; in three classes, two paraprofessionals were in attendance. In two instances, both paraprofessionals and student teachers were present in classes that were visited.

The observation schedule that was used in kindergarten classes directed the attention of the observer to four major areas; each of these areas (Play Experience and Activities; Language Activities; Other Content Areas; Classroom Management) will be considered separately.

1. Play Experience and Activity

A summary of the types of play activity in which the children participated in the kindergarten classes that were observed is presented in Table V-1.

Table V-1

Types of Play Activities Observed in Kindergarten Classes

Activity	N	Per Cent
Domestic	37	62.7
Construction	45	76.3
Toys	39	66.1
Dramatic	26	44.1
Manipulative	38	64.4
Sand and Water	7	11.9
Rhythms	23	39.0
Art	44	74.6
Outdoor Play	7	11.9

The kindergarten children in the classes observed participated in many different kinds of play activities, and used a wide range of materials. About three-fourths of the observers reported the use of art materials, such as clay, dough, crayons, paints, or collage. Art activities were observed in 74.6 per cent of the classrooms; construction, mainly blockbuilding, was reported by 76.3 per cent of the observers.

Also noted in more than three-fifths of the classes was the use of manipulative games, such as puzzles, pegboards and the like, as well as play involving the use of toys such as cars, trucks, and trains, and domestic objects, as in a "doll corner." Rhythmic activities and dramatic play were observed in somewhat less than one-half of the classes observed. The use of sand and water and outdoor play was noted relatively infrequently, although the observations were conducted during May and June.

To some degree, the nature of the play activity in which a child can engage is determined by the equipment available for his use. Table V-2 summarizes the data concerning equipment available and used in the classes that were observed.

Table V-2

Play Equipment Available and in Use in Kindergarten Classes

(In Per Cent)

Equipment Designed to:	Available In Use	 Not In Use	Not Observed
Encourage quiet activities	55.9	33.9	10.2
Stimulate expression of ideas and feelings	74.6	20.3	5.1
Promote cooperative play	76.3	20.3	3.4
Encourage manipulative skill	66.1	27.1	6.8
Encourage "looking-glass self"	40.7	42.4	17.0
Stimulate large muscle activity	35.6	28.8	35.6

Equipment for all of these activities was available in a large proportion of the classrooms observed; nearly all children had an opportunity to participate in various types of play activities. The observers reported most frequently that the children were engaged in activities using art materials and blocks for construction. Somewhat less frequently noted in use were materials designed for solitary quiet use by one child. The art experiences noted were regarded by many observers as having the primary purpose of stimulating ideas and feelings, rather than providing quiet "seat-work."

a. Rating of Play Experiences. Observers used a five-point scale, ranging from Excellent (5.0) to Very Poor (1.0) to rate play experiences provided for children in the classes observed. A summary of the ratings assigned to various characteristics of the lessons observed is presented in Table V-3.

Table V-3

Ratings Assigned to Play Experiences and Activities

	Distribution of Ratings (in Per Cent)					
	Excellent	Good	Fair	Poor	Very Poor	Not Rated
Children participate in planning, self-selection of activities	32.2	37.3	13.6	5.1	3.4	8.5
Children free from strain; laugh and chatter	55.9	35.6	6.8	0.0	1.7	0.0
Children actively engage in satisfying activity	47.5	40.7	8.5	0.0	1.7	1.7
Play materials suitable to age level	67.8	20.3	8.5	0.0	1.7	1.7
Play materials easily accessible, in good condition	55.9	35.6	5.1	0.0	1.7	1.7
Use of available play space	40.7	39.0	15.3	1.7	0.0	3.4

Although the quality of the play experience and activities provided for the children were generally rated as good or excellent, the observers were somewhat less enthusiastic about the children's opportunity to participate in the planning of play activities or to select these activities themselves.

2. Language Activities

Most crucial to the objectives of the SECE Program at the Kindergarten level is the development of language skills among the children; the higher the level of the oral language the children can understand and use, and the more fluently the children can express themselves, the fewer difficulties will be encountered in learning to read.

The play activities already discussed, of course, provided experiences through which children learned the use of language in communication with others; particularly those which were conducive to cooperative play and role playing. The results of the observations indicate that in more than three quarters (76.3%) of the classrooms, equipment specifically designed for this type of play was in use; in most classrooms, several different types of cooperative play activities were noted.

Specific language activities in which the children engaged were recorded by the observers. The children used language during play as well as during classroom experiences expressly designed to stimulate verbal expression and use. The language activities observed are presented in Table V-4.

Table V-4

Observed Participation by Kindergarten Children in Language Activities

Activity	N	Per Cent
Conversation	58	98.3
Explaining	46	78.0
Discussion	42	71.2
Asking questions	37	62.7
Music, rhythms	28	47.5
Stating needs	26	44.1
Giving directions	28	47.5
Speaking to groups	29	49.2
Telling stories	24	40.7
Greetings, farewells	27	45.8
Planning	23	39.0
Dramatization	20	33.9
Telling experiences	31	52.5
Telephoning	17	28.8
Retelling stories	13	22.0
Delivering messages	5	8.5
Movies	7	11.9
Puppet Show	3	5.1
Poetry	10	16.9
T.V.	10	16.9
Radio	3	5.1

In more than half of the kindergarten classrooms, the children were observed to participate in conversing, explaining, discussing, asking questions, and telling experiences. Somewhat less frequently noted was the use of language in specially structured activities, such as planning, story telling, dramatization, or speaking to groups.

It is of interest to define the role of the teacher and of the paraprofessional in supervising language activity. In most situations, either the classroom teacher supervised the language activities of the children, or the children's language was expressed during unsupervised play. It was only in relatively unstructured situations in which a child conversed with or expressed a personal need to an adult ("May I leave the room"), that the paraprofessional was likely to be approached. Indeed, one may advance the generalization that the less structured the situation in which language was used, the more likely was the paraprofessional to be involved.

A summary of the relevant data concerning supervision of language activities is presented in Table V-5.

Table V-5

Teacher and Paraprofessional Supervision of Children Engaged in Language Activities (In Per Cent)

Activity	Supervised by Teacher	Supervised by Paraprofessional	Supervised by Both	Unsupervised
Conversation	44.1	0.0	37.3	15.3
Explaining	44.1	1.7	25.4	6.8
Discussion	32.2	1.7	22.0	15.3
Asking questions	28.8	3.4	22.0	8.5
Music, rhythms	30.5	0.0	11.9	5.1
Stating needs	8.5	1.7	23.7	10.2
Giving directions	22.0	0.0	18.6	6.8
Speaking to groups	18.6	5.1	18.6	6.8
Telling stories	27.1	3.4	10.2	0.0
Greetings, farewells	16.9	1.7	16.9	10.2
Planning	16.9	0.0	13.6	8.5
Dramatization	15.3	0.0	11.9	6.8
Telling experiences	33.9	3.4	13.6	1.7
Telephoning	1.7	0.0	8.5	18.6
Retelling stories	8.5	3.4	6.8	3.4
Delivering messages	1.7	0.0	6.8	0.0
Movies	5.1	0.0	5.1	1.7
Puppet Shows	1.5	0.0	3.4	0.0
Poetry	8.5	1.7	3.4	3.4
T.V.	3.4	3.4	6.8	3.4
Radio	0.0	0.0	5.1	0.0

In general, the children's language activities were more likely to occur in the absence of direct supervision, as during cooperative play, than to be supervised by the paraprofessional alone. In structured situations expressly designed to stimulate verbal expression, such as discussion, story telling, and planning, the teacher was generally in command. In very few cases was the responsibility for overseeing the children's use of language delegated to the paraprofessional.

a. Rating of Language Experiences. Observers also rated the quality of language experiences provided to the children. A summary of the ratings assigned is presented in Table V-6.

Table V-6

Ratings Assigned to Language Experiences

Characteristic Rated	Distribution of Ratings (In Per Cent) Excellent	Good	Fair	Poor	Very Poor	Not Rated
Adults ask questions that stimulate discussion	42.4	39.0	8.5	6.8	0.0	3.4
Adults listen to and understand children	50.8	33.9	8.5	3.4	1.7	1.7
Adults give specific attention to language development of non-English speaking children	28.8	28.8	13.6	5.1	3.4	20.6
Adults use experiences to develop children's observation and verbalization	33.9	35.6	16.9	6.8	1.7	5.1
Child-adult communication unrestricted	44.1	45.8	10.2	0.0	0.0	0.0
Child-child communication active, vital, flowing	50.8	28.8	13.6	6.8	0.0	0.0

Again, ratings assigned tended to be "good" or "excellent." It should be noted, however, that more than 20 per cent of the ratings fell below the "good" level when "specific attention to language development of non-English speaking children" was rated. In addition, in 20 per cent of the observations, the observer preferred not to rate this item, probably because he had not observed activities in this area. It would appear, then, that too little stress was placed on performance in this area.

3. Other Content Areas

In kindergarten, classroom activities and experiences are intended to provide the opportunity for children to develop concepts and interests in subject matter areas such as mathematics, science, social studies, health and safety, and the arts. Although the early stages of learning and appreciation in these areas ordinarily take place through informal, unstructured, exploratory activities, it was felt that disadvantaged children, with more limited backgrounds of experience and less verbal facility, were in need of more highly structured activities, and direction from the teacher in the development of these concepts and attitudes.

With the emphasis on specific language activities and reading readiness in the SECE kindergarten program, the opportunity for the simultaneous development of language, readiness, and concepts in other areas appears to have been neglected in some classrooms, as experiences in these areas were observed far less frequently and, where observed, rated somewhat less favorably than more specific language or play activities.

Table V-17 presents the observers' ratings of the quality of the experiences observed. Where these activities were observed, however, teacher performance here was rated as "good" to "excellent," with a larger proportion of "fair" ratings than was assigned to play or language activities. The paucity of lessons in science is worthy of note.

Table V-7

Ratings Assigned to Experiences in Other Content Areas

Characteristic Rated	Excellent	Good	Fair	Poor	Very Poor	Not Rated
	Distribution of Ratings (In Per Cent)					
Teachers build understanding of basic mathematics concepts	27.1	33.9	20.3	3.4	3.4	11.9
Teachers structure specific group activities to develop science concepts	20.3	16.9	13.6	6.8	6.8	35.6
Teachers structure experiences that focus on the environment	23.7	35.6	16.9	3.4	5.1	15.3
Teachers encourage good health and safety practices	37.3	33.9	11.9	3.4	1.7	11.9
Teachers use literature to create enthusiasm and enjoyment	32.2	32.2	8.5	1.7	0.0	25.4
Teachers guide children to find pleasure in music	32.2	28.8	10.2	1.7	3.4	23.7
Teachers use art experiences for children to explore media	30.5	30.5	15.3	3.4	3.4	16.9

4. Classroom Management

The management of classroom routines and procedures in kindergarten was most often rated by the observers as excellent or good. Table V-8 presents this analysis.

Table V-8

Ratings Assigned to Classroom Management

Characteristic Rated	Distribution of Ratings (In Per Cent)					
	Excellent	Good	Fair	Poor	Very Poor	Not Rated
Children given responsibility for routine activities	32.2	35.6	18.6	1.7	1.7	10.2
Character of transitions between activities	32.2	50.8	13.6	0.0	1.7	1.7
Teacher flexibility	32.2	45.8	11.9	3.4	1.7	1.7
Positive attitudes toward sharing, responsibilities and rights for self and others are fostered	33.9	44.1	15.3	1.7	1.7	3.4

5. Overall Ratings

In addition to rating specific aspects of the lessons in each of the four areas considered, the observers were asked to assign an "overall rating of the quality of the classes they had observed. A summary of these overall ratings is in Table V-9.

Table V-9

Overall Observer Ratings of Kindergarten Program

	Distribution of Ratings (In Per Cent)					
Area	Excellent	Good	Fair	Poor	Very Poor	Not Rated
Play	32.2	44.1	15.3	1.7	1.7	5.1
Language	40.7	33.9	13.6	3.4	1.7	6.8
Other Content Areas	25.4	40.7	22.0	3.4	3.4	5.1
Classroom Management	32.2	49.2	13.6	1.7	1.7	1.7
Overall Observation	27.1	52.5	10.2	1.7	1.7	6.8

For the most part, ratings assigned by observers were "excellent" or "good."

B. RESPONSES TO INTERVIEWS AND QUESTIONNAIRES

In view of the fact that responses to questions in both the interview situation and on the questionnaire were very similar, the answers given by the the teachers and other personnel were pooled. In all, 192 teachers responded to questions; of these, 184 (95.8%) had available the services of a paraprofessional. All of the respondents were female; the average register in their classes was 25.4. Thirty-eight (19.8%) of the respondents taught paired classes; 154 (80.2%) were single classroom teachers.

The interviews and questionnaires directed to participating personnel were concerned with a wide range of kindergarten practices and their effectiveness.

The kindergarten teachers were asked to rate various characteristics of the materials that they had worked with during the school year. No restriction was placed on the curriculum area to which the materials related. Teacher responses are summarized in Table V-10.

Table V-10

Ratings Assigned to Materials Used by Kindergarten Teachers

	Per Cent of Teachers Assigning Ratings					
	Very Good	Good	Fair	Poor	Very Poor	No Response
Sufficiency	25.5	32.3	27.6	9.9	2.6	2.1
Quality	24.5	46.9	21.9	4.2	1.0	1.6
Variety	18.8	40.1	27.6	10.9	1.0	1.6
Challenge to pupil	17.2	56.3	16.7	4.7	3.1	2.1
Fosters language development	28.6	41.7	21.4	2.6	3.6	2.1
Fosters group play	22.9	47.4	20.3	4.7	1.6	3.1
Fosters muscular coordination	12.0	35.4	34.9	9.4	4.2	4.2
Fosters positive self-concept	12.5	51.6	22.4	5.2	3.1	5.2

Materials used were generally considered "good" or "very good," however, teachers were somewhat less enthusiastic about the variety of the materials they used with pupils than about the quality and sufficiency of the materials. Similarly, a relatively small proportion of ratings of "very good" were assigned to the materials in terms of their challenge to pupils and usefulness in fostering muscular coordination or in developing positive self-concept.

In addition to rating materials used, teachers were asked to gauge the effect of the Program on the learning achievement, behavior, and reading readiness and/or reading achievement of their pupils. Their responses are summarized in Table V-11. In general, the teachers tended to rate the effect of the Program as "very good" or "good."

Table V-11

Effect of SECE Program on Pupils, As Rated by Kindergarten Teachers

Effect on	Per Cent of Teachers Assigning Rating Very Good	Good	Fair	No Effect	Negative Effect	No Response
Learning Achievement	38.5	41.1	10.9	2.6	1.6	5.2
Behavior	27.1	40.6	12.5	12.0	2.6	5.7
Reading Readiness and/or reading achievement	34.9	44.3	8.3	5.7	1.0	5.7

The comments made by the teachers in discussing their ratings are of more than academic interest. In the area of learning achievement, the kindergarten teachers were most likely to ascribe their favorable reaction to the assistance provided by the paraprofessional, whose presence made it possible to give extra attention to the pupils in the form of individualized and small group instruction.

Regarding the behavior of pupils, teachers again attributed the program's positive effect to small group and individual attention, which was facilitated by the presence of the paraprofessional, although the effect of the Program on the children's behavior was not rated as highly as the effect on their achievement. In general, with two adults in the classroom, more individual attention and guidance could be given to troubled or disruptive children, and difficulties could be dealt with before they mushroomed into serious problems.

Teachers also ascribed the effectiveness of the Program on reading readiness or reading achievement to the individualized and small group instruction made possible by paraprofessional assistance. Special reading and other curriculum programs were also frequently cited as contributing to the achievement of the children. The high quality of reading readiness materials available was also cited.

In view of these comments concerning the role of the paraprofessional, it is of interest to consider teacher responses to a question asking them to single out the one element that contributed most to the SECE Program. Their responses are summarized in Table V-12.

Table V-12

Element Contributing Most to SECE Program, as Reported by Kindergarten Teachers

Element	Teachers Reporting N	Per Cent
Reduced class size	17	8.9
Assignment of ratio teachers	6	3.1
Enthusiasm of teachers and other staff members	14	7.3
Help of paraprofessionals	123	64.1
More and better materials	13	6.8
Involvement of parents	1	0.5
Assignment of ECE Coordinator	1	0.5
No Response	17	8.9

By far the largest proportion of teachers (64.1%) singled out the help of the paraprofessional as the one factor contributing to the success of the program. When asked to indicate the five aspects of the program in which paraprofessionals were most helpful, the teachers stressed working with individual pupils (79.1%), small groups (76.5%), helping children to work and play harmoniously (57.8%), and assisting in large group activities (52.4%). The paraprofessionals were also considered to be particularly helpful in relieving teachers of routines and serving as a source of affection and comfort to children (48.7% and 48.1%, respectively, of the teachers cited these areas). Table XI-1 (p. 127) presents complete data regarding these teacher perceptions.

The high esteem in which teachers held the paraprofessional was supported by ratings of the instructional effectiveness of kindergarten personnel assigned by 90 assistant principals who returned questionnaires. Using a five point scale, from Excellent (5.0) to Very Poor (1.0), the assistant principals assigned the ratings indicated in Table V-13.

Table V-13

Instructional Effectiveness of Kindergarten Personnel

As Rated by Assistant Principals

	N	Very Good	Good	Fair	Poor or Very Poor
ECE Coordinator	25	72.0	16.0	12.0	0.0
Paired teachers	24	60.0	25.0	8.3	4.2
Single teachers	78	53.8	42.3	2.6	1.3
Ratio and cluster teachers	66	40.9	45.5	9.1	4.5
Paraprofessionals	84	36.9	56.0	4.8	2.4
Student teachers	31	32.3	61.3	6.5	0.0

The paraprofessionals received a greater proportion of "good" or "very good" ratings than did any project personnel other than the single teacher.

Two approaches to evaluating the effectiveness of the Program were embodied in questions directed to non-teaching personnel. One question to which they were asked to respond asked them to gauge the effectiveness of the total SECE program on a five point scale ranging from Strongly Positive to Strongly Negative. Their responses are summarized in Table V-14. A comparison with teacher responses to the same question is also provided.

Table V-14

Ratings of Effectiveness of Total SECE Program on Kindergarten Level, In Per Cent

Rated by	N	Strongly Positive	Somewhat Positive	Neutral	Somewhat Negative	Strongly Negative	Don't Know
Principal	117	74.4	17.1	2.6	0.0	0.9	2.6
AP	90	62.2	27.8	1.1	0.0	0.0	6.7
ECE Coord.	43	48.8	27.9	2.3	0.0	0.0	20.9
Kg. teacher	192	47.4	35.4	7.8	1.6	2.1	5.7

While it is evident that all of the participating personnel tend to feel that the Program has been effective, the classroom teacher was far less positive about the values of the program than administrative personnel. Indeed, it would appear that the farther removed from the classroom situation, the more a given category of personnel is apt to view the Program in strongly positive terms.

Another approach to evaluating the effect of the program was embodied in a question directed to school non-teaching personnel, who were asked to rank selected aspects of the kindergarten program in order of greatest improvement. Responses are summarized in Table V-15.

Table V-15

Areas of Greatest Improvement in Kindergarten Program

as Rated by Non-Teaching Personnel

Areas of improvement	Principal	Assistant Principal	School ECE Coordinator
General academic progress	4.2	3.9	3.7
Social behavior	2.6	3.4	3.9
School-parent relations	3.8	4.2	3.9
Instructional techniques of teachers	4.8	4.0	3.8
Teachers' control of class	5.3	5.1	6.0
Material of instruction used	5.1	4.6	3.6
Individualization of instruction	3.2	3.5	3.0
Creative expression of children	4.4	5.5	4.9
Progress in reading	5.3	5.6	4.8

*Lowest mean ranking indicates greatest improvement

In general, the greatest improvements, as perceived by the non-teaching personnel, were in social behavior and individualization of instruction.

A common question addressed to teaching and non-teaching personnel participating in the Program asked them to identify significant problems in organization and implementation of the program at the kindergarten level. Their responses are summarized in Table V-16.

Table V-16

Significant Problems in the Organization and Implementation of the SECE Program on the Kindergarten Level

Problem Area	Principal (N=117)	Assistant Principal (N=90)	School ECE Coordinator (N=43)	Kindergarten Teachers (N=192)
Classroom and other space	33.3	40.0	25.6	26.6
Class size	18.8	23.3	20.9	46.4
Assignment of ratio teachers	6.0	5.6	4.7	8.3
Materials, including audiovisual	31.6	25.6	18.6	32.3
Parent relations	5.1	7.8	4.7	3.6
Community relations	4.3	4.4	4.7	(a)
Staff relationships	10.3	5.6	2.3	6.8
Teacher Training (methods)	17.1	7.8	4.7	(a)
Teacher Training (management, discipline)	8.5	7.8	14.0	(a)
Training of para-professionals	23.9	20.0	16.3	18.2
Overemphasis on reading	4.3	4.4	0.0	20.3
Underemphasis on reading	3.4	2.2	4.7	3.6
Teacher turnover	12.0	8.9	7.0	(a)
Pupil mobility	17.9	34.4	25.6	21.4
Discipline of children (b)	0.0	0.0	0.0	17.2
Individualization of instruction (b)	0.0	0.0	0.0	21.4

(a) Teachers not asked to indicate problem in this area.
(b) Only teachers were asked to indicate problems in this area.

Principals, assistant principals, ECE coordinators and kindergarten teachers reported somewhat different problems in the organization and implementation of the SECE Program. In general, the non-teaching personnel found that insufficient classroom and other space, materials, training of paraprofessionals, and pupil mobility represented the greatest concerns, while teachers most frequently cited class size (another side of the coin, in some respects, to problems of space), materials, classroom and other space, and pupil mobility, in that order. They also perceived problems in the individualization of instruction, and considered overemphasis on reading a problem far more frequently than other personnel.

CHAPTER VI

THE PROGRAM IN THE FIRST AND SECOND GRADES

The techniques used in collecting data concerning the implementation and effectiveness of the SECE Program on the first and second grade level paralleled those utilized on the kindergarten level. Observations were conducted in 90 first grade and 85 second grade classrooms, and a total of 221 first grade and 207 second grade teachers responded to questions presented via interviews or questionnaires. The data collected via these approaches was supplemented by information gathered through interviews and questionnaires directed to other school personnel.

A. ORGANIZATION OF THE PROGRAM

The typical first grade organizational pattern in a given school, as reported by 90 assistant principals, consisted of six single classroom teachers, three teachers who served as ratio or cluster teachers, and four paraprofessionals. In 23 (25.6%) of these schools, there was at least one classroom shared by two "paired" teachers.

Of the 221 first grade teachers who responded to questionnaires and interviews, 35 (15.8%) were paired, 183 (82.8%) were "single" teachers. A total of 159 teachers (71.9%) worked with a paraprofessional assigned to their classes; 59 (26.7%) had no paraprofessional assistance. All but three first grade teachers were female.

The typical second grade organizational pattern consisted of six single classroom teachers, three ratio or cluster teachers, and four paraprofessionals. In 14 (15.6%) of the schools for which data were reported, classroom teachers were assigned as paired teachers in a single classroom.

Of the 207 second grade teachers who were interviewed or who responded to questionnaires, 20 (9.7%) were paired; 183 (88.4%) were single teachers. A total of 140 (67.6%) had paraprofessional assistance; 65 (31.4%) did not have the services of a paraprofessional.

1. Paired Teachers

A total of 62 first and second grade teachers who shared their rooms with other teachers in "paired" situations, but were not referred to as ratio teachers, responded to a request to describe the ways in which they shared the responsibility for instruction.

In most classes, each teacher taught a reading group. In some, separate groups in mathematics were also organized. A total of eight teachers reported that they divided the workload between themselves; science, social studies, mathematics, music, and art were taught only by one or the other teacher. In most cases, the paired teachers relieved each other for preparation periods; joint planning was reported by only three paired teachers.

Most of the paired teachers reported that the large number of children in their classrooms caused problems of noise, space, and scheduling. Additional problems noted by teachers assigned as paired teachers were those of conflicting points of view regarding education, or personality conflicts between the two teachers. Several inexperienced paired teachers reported that they felt like teacher assistants.

Evidently, a combination of factors - in most instances, teachers have little or no opportunity for joint planning; the joint classes are large; both teachers are present in the room for about half the day yet schedules must be met - made the instructional program in paired classes less flexible rather than more flexible in providing suitable small group and individual instruction for the children.

2. Grouping of Children

First grade children were grouped heterogeneously in one-third of the schools; second grade children were so grouped in only 18.9 per cent of the schools. The bases on which children were homogeneously grouped is presented in Table VI-1.

Table VI-1

Bases for Homogeneous Grouping,

As Reported by 90 Assistant Principals (in Per Cent)

	Principals (in per cent)	
Bases for Grouping	Grade 1	Grade 2
Reading Ability	48.9	76.7
Non-English Children	18.9	13.3
Adjustment	11.1	10.0
Age	18.9	7.8
Heterogeneous Grouping	33.3	18.9

It will be noted that the percentages add up to more than 100 per cent. Many assistant principals indicated that more than one technique was used in grouping pupils. In many cases, a single class of children with special needs was organized, the remainder of the classes were grouped heterogeneously or homogeneously on some other basis.

B. OBSERVATION OF THE PROGRAM

1. Type of Lessons Observed

Observations were conducted in 90 first grade and 85 second grade classrooms in the 30 "core" sample schools. On the first grade level, 113 language arts and reading lessons were observed. A total of 75 paraprofessionals were present in the classrooms during these lessons. In

35.5 per cent of the classes, a second teacher, student teacher, or volunteer was also on hand. Of the 113 lessons in reading and language arts that were observed, 86 (76.1%) were characterized by the observer as reading lessons, and the remainder as language arts. The overlap between the two types of lessons was so great, however, that it was deemed advisable to consider them as a single lesson type.

First grade lessons in other subject matter areas were observed in 54 classes in the core sample schools. In 26 (48.1%) of the classes, paraprofessionals were present; in 16 (29.6%), a second teacher or other adult was present. The lessons observed were mainly devoted to instruction in mathematics; 30 (55.6%) of all other subject matter lessons were in this area. Other lessons observed included eight (14.8%) in science, two (3.7%) in social studies, one (1.9%) in music, and six (11.1%) in art. Observers were unable to categorize the subject matter emphasis in seven other lessons that were observed.

On the second grade level, reading and language arts lessons were observed in 118 classes. Forty-nine paraprofessionals and 3 ratio teachers were present in the classroom during these lessons.

Lessons in subjects other than reading were observed in 51 second grade classrooms. Of these, 37 (72.5%) were in mathematics; 4 (7.8%) in social studies, 4 (7.8%) in science, 1 (2.0%) in music, 1 (2.0%) in art. Again, observers were unable to categorize four additional lessons in terms of subject matter emphasis.

Insights into patterns of classroom organization may be gleaned from consideration of observer reports of the proportion of time different grouping patterns were in evidence during the period that they observed classes in action. These data are presented in Table VI-2.

Table VI-2

Grouping Patterns Used in Grades 1 and 2, as Reported by Observers

	Total Class	Small Groups	Individuals	Small Groups and Individuals
Grade 1 (N=94)	75.5	60.6	44.7	34.0
Grade 2 (N=86)	70.9	48.8	31.4	25.6

The most common grouping pattern observed in first and second grade classrooms was that of total class instruction. Small group instruction or a combination of small group and individual instruction was also observed in most classes. The use of individualized instruction was less frequently noted.

The Observers also noted the percentage of time different grouping patterns were observed during their visits. The means of these percentages, for the total number of classes observed are presented in Table VI-3.

Table VI-3

Mean Percentage of Time Spent in Various Grouping Patterns

	Grade 1 (N=94)	Grade 2 (N=86)
Total Class Group	40.47	41.09
Small Groups	31.34	29.64
Individual	9.89	8.67
Combination of Small Group and Individual	16.97	13.06

It is evident that a very large proportion of the classroom instruction in these first and second grade classes took the form of total class instruction. Individualized instruction was relatively uncommon, in spite of the presence of large numbers of paraprofessionals in the classroom.

Although teachers and paraprofessionals reported that the presence of an additional teacher in a "paired" classroom and the paraprofessional in single teacher classroom made the greatest impact on the learning achievement, behavior, and reading achievement of the children by making it possible to group the children for instruction, and to provide individualized instruction, these instructional patterns were not observed to be implemented during major portions of the class time. In most cases, the extra adults were used as "trouble shooters," preventing disruption and interruption of the main, total class lesson.

2. Observer Ratings of Teacher Performance

Observers rated various aspects of the lessons they observed in reading and other areas on a scale ranging from Excellent (5.0) to Very Poor (1.0). Mean ratings assigned to first and second grade teachers are summarized in Table VI-4.

Table VI-4

Mean Ratings Assigned to Various Characteristics of Lessons Observed in First and Second Grade Classes

	Mean Rating			
	Grade 1		Grade 2	
	Reading	Other	Reading	Other
Lesson is well planned and organized	4.20	4.02	3.99	3.79
Lesson type and level of content suitable for children in class	4.23	4.32	4.04	3.88
Lesson is paced to the needs and the personality of the children	3.97	3.91	3.86	3.57
Teacher evaluates and encourages children to evaluate learnings	3.87	3.76	3.75	3.60
Enphasis of lesson is on the development of concepts and understanding rather than drill and memorization	3.98	4.00	3.86	3.79
Experiences of children are drawn upon	3.80	3.47	3.62	3.43
Provision is made for follow-up based on needs and interests of the children	3.59	3.52	3.41	3.46
Teacher used opportunities to relate concepts and learnings to other areas of curriculum	3.54	3.02	3.38	2.91
Children are aware of what they are learning	3.97	3.85	3.93	3.51
Teacher talks clearly and at a suitable volume	4.29	4.07	4.07	4.02
Teacher encourages thinking and oral language through use of stimulating questions	3.96	3.65	3.86	3.54

(Continued)

	Grade 1		Grade 2	
	Reading	Other	Reading	Other
Teacher uses praise and encouragement; avoids reproof as much as possible	4.00	3.94	3.93	3.69
Many children participate, comment, explain, ask questions, discuss, demonstrate	3.82	3.82	3.70	3.56
Teacher uses good techniques for involving slower as well as faster learners	3.58	3.53	3.45	3.18
Most children are alert, interested, eager, and not tense during instruction	3.94	4.04	3.84	3.67
Children appear to have learned what teacher aimed to teach	3.94	3.79	3.83	3.58
Materials used during lesson are suitable in content and level of difficulty	4.07	4.30	4.02	3.74
When total class is not taught as a total group, activities provided for other children are suitable and worthwhile	4.16	3.89	3.96	3.55
Materials used by independent groups are suitable in content and level of difficulty	4.14	3.92	3.94	3.74
Independent groups or individuals work consistently at assigned or other tasks	4.00	3.65	3.88	3.73
Work done by independent groups or individuals is checked and supervised in some way	3.98	3.71	3.76	3.38
General estimate of teacher's control of class during lesson	4.12	3.96	3.99	3.65
General estimate of teacher's use of paraprofessional during lesson.	4.11	3.73	4.13	3.50
General estimate of teacher's instructional ability, based on this lesson	3.87	3.85	3.80	3.55

Ratings in regard to the various aspects of a lesson were, in general, "fair" to "good." In almost all instances, ratings assigned to lessons given in first grade classrooms were more favorable than those given on the second grade level. Lessons in reading were generally more highly rated in most areas than lessons in other subject areas. The least successful aspects of the lessons observed regarded the relating of the concepts and learnings involved in the lesson to other areas of the curriculum.

These lower ratings point to a lack of sequential, structured experiences in subject matter areas, and the isolation of one area of knowledge from another, both within and between subject areas. This fragmentation of the children's learning experiences was noted by the observers in the kindergarten program as well, and point to a serious defect in the program; the indications are that emphasis is placed on the mechanics of reading at the expense of other areas of learning.

The rarity with which lessons other than reading, language arts, or mathematics were presented in the presence of the observers, and the frequency with which teachers specifically complained about the insufficiency of materials in subject matter areas also point to the general conclusion that school subjects other than reading and language arts instruction were given less emphasis, and that opportunities to develop language and comprehension through an integration and enrichment of the child's various experiences and learnings in school and elsewhere were minimized.

a. Overall Rating. Observers, in addition to rating the lessons they observed, appraised each classroom visited in regard to the general relationships between adults and children, classroom climate, and use of the physical plant. The means of these ratings are presented in Table VI-5; the scale employed was: always=5, usually=4, occasionally=3, seldom=2, hardly ever=1.

Table VI-5

Mean Ratings Assigned to Various Characteristics of Classes Observed in Grades 1 and 2

Characteristic	Grade 1	Grade 2
Relationships between children are friendly, cooperative	4.19	4.14
Children communicate freely with little yelling, pushing, interrupting	4.02	4.01
Children show independence and help one another in dressing, working	3.74	3.79
Children tend to use sentences rather than words or phrases in communicating	3.65	3.69
Children appear to like school; general atmosphere of class free from tension	4.10	4.07
Children are courteous to teachers and other adults	4.15	4.07
Children show confidence in teacher and other adults, ask for help when needed; are not unduly demanding	4.03	3.96
Children accept directions of adults promplty, without hostility	4.11	4.01
Teacher avoids over-domination; children given opportunities for initiative or leadership	3.65	3.51
Relationship between teachers sharing room is positive	4.46	4.50

(Continued)

Characteristic	Grade 1	Grade 2
Relationship between teacher and paraprofessional is friendly, cooperative, confident	4.31	4.47
Emotional climate of classroom is warm and positive	4.02	3.86
Quiet learning activities are interspersed with play, body activity or rest	3.68	3.47
Grouping patterns vary with different activities	3.89	3.66
Attention is given to learning of individual children as well as total class and small groups	3.86	3.60
Classroom routines and management by teacher are well developed and effective	4.10	3.89
Paraprofessional actively participates in children's functioning and learning activities	4.20	4.17
Room is attractively furnished and decorated, not cluttered	4.19	3.93
Furniture is suitable to children; functionally arranged	4.28	4.11
Classroom space is well utilized	4.23	4.06
Toilet and washing facilities are easily accessible	4.21	4.05
Exit to street is easily accessible	4.35	4.20
Safety precautions appear to be well observed both in physical facilities and class management	4.32	4.21

The overall appraisals made by the observers in regard to various characteristics of the classrooms observed revealed that, in general, interrelationships between adults and children were positive; however, ratings that would indicate that children were being given opportunities for initiative, independence, assistance to others, or leadership were somewhat less favorable.

3. Materials

The observers were asked to rate the quality and variety of materials available to the first and second grade teachers. A summary of their ratings is presented in Table VI-6.

Table VI-6

Observer Ratings of Materials Available in First and Second Grade Classes (in Per Cent)

First Grade	Plentiful, Varied	Adequate	Sparse, or Not Observed
Library, recreational reading	46.8	34.0	19.1
Reading workbooks	50.0	43.6	6.4
Readers and other skills materials	46.8	41.5	11.7
Other language arts	31.9	39.4	28.7
Science	11.7	42.6	45.7
Mathematics	20.2	56.4	22.3
Art	19.1	47.9	31.9
Music	9.6	34.0	56.4
Physical Activities	8.5	33.0	58.5
Second Grade			
Library, recreational reading	32.6	39.5	27.9
Reading workbooks	38.4	52.3	9.3
Readers and other skills materials	37.2	51.2	11.6
Other language arts	32.6	34.9	32.6
Science	15.1	24.4	60.5
Mathematics	17.4	53.5	29.1
Art	18.6	41.9	39.5
Music	5.8	25.6	68.6
Physical activities	8.1	11.6	80.2

In general, materials for reading and language arts were judged to be at least adequate in seventy per cent or more of the first grade and in 65 per cent or more of the second grade classes; materials in other areas were less frequently observed and less often rated as "plentiful and varied." The paucity of material seems to have been a problem on the second grade level. Books for recreational reading seemed sparse or were not observed at all in more than one-fourth of the second grade classrooms.

Teachers were asked to rate the adequacy of the materials with which they had worked during the year with regard to sufficiency, quality, variety, challenge to pupils, and usefulness in fostering development of language, group interaction, muscular coordination, and positive self-concept. Their responses are summarized in Table VI-7.

Table VI-7

Ratings Assigned to Materials Used by First and

Second Grade Teachers

	Per Cent of Teachers Assigning Ratings					
Grade 1	**Very Good**	**Good**	**Fair**	**Poor**	**Very Poor**	**No Response**
Sufficiency	19.0	32.1	31.2	14.0	2.7	0.9
Quality	21.3	53.8	14.9	7.2	2.3	0.5
Variety	16.3	34.8	30.8	14.0	3.6	0.5
Challenge	18.1	50.2	24.0	5.4	0.9	1.4
Language Development	22.6	41.6	26.2	8.1	0.9	0.5
Group Interaction	15.8	33.9	33.9	11.3	1.8	3.2
Muscular Coordination	7.7	28.1	32.1	19.0	7.7	5.4
Positive Self-Concept	13.6	38.5	31.7	10.4	2.7	3.2
Grade 2						
Sufficiency	15.9	31.3	37.0	9.1	5.8	1.0
Quality	18.3	45.7	28.4	4.3	1.9	1.4
Variety	15.9	36.1	32.7	9.6	4.8	1.0
Challenge	13.9	46.2	30.3	6.7	1.0	1.9
Language Development	15.4	37.5	39.4	4.8	1.0	1.9
Group Interaction	9.6	32.7	38.9	13.0	2.4	3.4
Muscular Coordination	4.3	22.1	36.5	21.6	9.1	16.3
Positive Self-Concept	10.1	37.5	35.1	8.7	2.4	6.3

In general, the ratings assigned to materials by the first grade and second grade teachers were less positive than those made by the kindergarten teachers. Teachers on the first and second grade levels generally considered the materials available to them as "fair" or "good" in regard to the characteristics rated. On the second grade level, however, ratings tended to fall into the "fair" and "good" categories. The only characteristics rated as "very good" by more than 20 per cent of the first grade teachers were those of"quality" and "usefulness in language development." Fewer than 20 per cent of the second grade teachers used the "very good" category to designate the adequacy of materials in regard to any of the characteristics.

4. Activities of Children

Observers were asked to note the activities in which the children engaged during the course of the period of observation of the class. Those activities which lasted five minutes or more and involved more than five children, were to be recorded. A summary of the observers' notations is presented in Table VI-8.

Table VI-8

Activities Observed in First and Second Grade Classrooms, by Per Cent of Classrooms

Activity	First Grade	Second Grade
Language development	90.4	88.4
Discussion	77.7	69.8
"Drill"	62.8	64.0
Demonstration by child	39.4	38.4
Play	23.4	12.8
Rest	18.1	14.0
Music	10.6	3.5
Planning	14.9	17.4
Teacher reading aloud	29.8	16.3
Storytelling	17.0	14.0
Art	10.6	15.1
Physical education	11.7	9.3
Dancing	0.0	4.7
Recreational reading	18.1	16.3
Research	2.1	4.7
Experimentation	16.0	2.3

On both the first and second grade levels, most of the classroom activities engaging groups for any length of time were involved with some aspect of language development, although a wide variety of other activities were observed. The very large stress upon "drill" in both first and second grade is of particular interest, as is the larger number of classes on the first grade level in which "experimentation" was observed.

It would appear that teachers were very resourceful in introducing activities, even when they had very little in the way of adequate materials with which to work. The availability of materials, however, most likely influenced the types of activities planned.

5. Effectiveness of the Program, as Reported by Teachers

The teachers were asked to estimate the effect of the program on the learning achievement, behavior, and reading readiness and/or reading achievement of their pupils; responses are summarized in Table VI-9.

Table VI-9

Effect of SECE Program on Pupils, as Rated by First and Second Grade Teachers

Effect on	Per Cent of Teachers Assigning Rating					
First Grade	Very Good	Good	Fair	No Effect	Negative Effect	No Response
Learning Achievement	30.8	36.7	19.5	7.2	0.9	5.0
Behavior	18.6	38.0	15.4	19.5	2.3	6.3
Reading	29.4	39.8	18.1	6.8	0.5	5.4
Second Grade						
Learning Achievement	28.8	37.5	15.9	9.1	0.5	8.2
Behavior	20.2	34.6	19.2	18.8	1.9	5.3
Reading	27.4	39.4	15.9	9.6	1.0	6.7

The teachers most frequently characterized the Program's effect as good in each of these areas; however, their ratings of effect of the Program on behavior were much less favorable than those assigned in other areas. Indeed, almost 40 per cent of the respondents indicated that the Program had only a slight effect, no effect, or a negative effect on pupil behavior.

The comments made by teachers in discussing their ratings are revealing. The positive effects of the program on the behavior of the children were generally ascribed to the presence of another adult, thus making it possible to give more individual attention and guidance to troubled children without disrupting the activities of the rest of the class. In classes with paraprofessional assistance, comments such as these were common: "the paraprofessional makes it possible to give more individual attention to children with academic or emotional problems;" "the paraprofessional gives the children many success experiences;" "the paraprofessional makes the children feel more secure." In classes where teachers were paired, the comments had a somewhat different flavor: "we can both be disciplinarians;" "two teachers make it easier to handle trouble-makers;" "an extra pair of eyes is always helpful;" or "my partner can work with the child who can't keep up, and becomes a problem." While it is unwise to stress this difference in response unduly, the presence of the paraprofessional may, as suggested by these responses, have had a positive effect on the attitudes of teachers toward the acting-out child.

The contribution that the Program made to the learning achievement of the children generally was ascribed to the individualized and small group instruction that was made possible by the extra teacher or paraprofessional assigned, and to the individual attention that the extra adult was able to give to children in need of remedial help. It should be noted, however, that few teachers looked upon this extra help in terms of its effect on the individual child; they were more likely to note the effect on the total class group, which could now procede under their tutelage without disruption.

On the first grade level, when factors other than the assistance of an extra adult in fostering learning achievement were cited, the factor most frequently mentioned was the differential effect of the SECE Program on children who had previously had, or had not had, kindergarten experience. Teachers noted that children without previous kindergarten experience often were unable to keep up with the others and were more likely to become discipline problems.

With regard to reading readiness or achievement, comments regarding the services of paraprofessionals dominated in the responses of those teachers to whom such assistance had been afforded. In many classes, paraprofessionals assumed responsibility for a small reading group, including day-to-day planning and evaluation of pupil progress, under the direction of the teacher. In others, the paraprofessional was able to undertake a great deal of individual remedial instruction. Paired teachers were generally unable to organize such instruction; the number of children in a given room was much too large, paired teachers were generally assigned different lunch and "prep" periods, had little time for joint planning, and they were alone in the classroom for virtually half the day.

Here, too, it is of interest to consider teacher responses to a question asking them to identify the one element that contributed most to the total effectiveness of the SECE Program. Responses are summarized in Table VI-10.

Table VI-10

Element Contributing Most to SECE Program, as Reported by First and Second Grade Teachers

Element	Per Cent of Teachers Responding	
	Grade 1	Grade 2
Reduced class size	23.1	24.5
Assignment of ratio teachers	14.5	14.9
Enthusiasm of teachers and other staff members	4.1	4.3
Help of paraprofessionals	39.4	39.4
More and better materials	3.6	6.3
Involvement of parents	0.0	0.0
Assignment of ECE Coordinator	3.2	1.9
No response	12.2	8.7

Teachers on both grade levels were most likely to regard the help of paraprofessionals as the one element which contributed most to the effectiveness of the program. For nearly a quarter of the teachers, a reduction in class size was the greatest contributing factor. None of the teachers referred to parent involvement as the most important element in the program.

On the first grade level, 159 (71.9%) of the teachers had been assigned some paraprofessional help. On the second grade level, paraprofessionals had been assigned in 140 (67.6%) of the classes. These teachers were asked to indicate five ways in which paraprofessionals had been most helpful. The areas of service in which paraprofessionals were most helpful were: working with small groups and individual pupils, serving as a source of affection and comfort to the children, assisting in large group activities, relieving teachers of routines and preparing and caring for materials and equipment. Table XI-1 (p.127) summarizes their responses.

It is interesting to note that the proportion of second grade teachers who considered the paraprofessionals to be of greatest help in working with small groups was somewhat lower than the proportion of first grade teachers citing the same area; on the other hand, a greater proportion of second grade teachers cited "teaching entire class groups" as an important area of assistance.

On these levels, too, the assistant principals who rated the instructional effectiveness of personnel tended to confirm the judgments of teachers concerning the effectiveness of paraprofessionals. Although paraprofessionals received a slightly lower proportion of ratings of "very good," than did other personnel, most received a rating of "good," despite the fact that they did not have primary responsibility for the instructional program. These ratings are presented in Table VI-11.

Table VI-11

Instructional Effectiveness of Personnel, as Rated by Assistant Principals (N=90)

First Grade	Very Good	Good	Fair	Poor	Very Poor	Number of Ratings
ECE Coordinator	72.0	16.0	12.0	0.0	0.0	25
Paired Teachers	62.5	25.0	8.3	4.2	0.0	24
Single Teachers	53.8	42.3	2.6	0.0	1.2	18
Ratio and Cluster Teachers	40.9	45.5	9.1	3.0	1.5	66
Paraprofessionals	36.9	56.0	4.8	1.2	1.2	74
Student Teachers	32.3	61.3	6.5	0.0	0.0	31
Second Grade						
ECE Coordinator	77.4	19.6	3.2	0.0	0.0	31
Paired Teachers	46.7	40.0	10.0	3.3	0.0	30
Single Teachers	44.7	48.2	3.5	0.0	3.5	85
Ratio and Cluster Teachers	38.5	48.7	7.7	1.3	3.8	78
Paraprofessionals	30.9	59.3	4.9	0.0	4.9	81
Student Teachers	25.6	58.1	8.5	0.0	7.0	43

It will be noted that ECE coordinators and first grade paired and single teachers were rated more highly than other categories of personnel.

6. Effectiveness of Program, as Rated by Non-Teaching Personnel

School non-teaching personnel were asked to rate the effectiveness of the total SECE Program in grades 1 and 2. Responses are summarized in Table VI-12. In each instance, ratings of teachers have been added to serve as a basis for comparison.

Table VI-12

Ratings of Effectiveness of Total SECE Program (in Per Cent)

Rated By	N	Strongly Positive	Somewhat Positive	Neutral	Somewhat Negative	Strongly Negative	Don't Know
			Grade 1				
Principal	117	76.9	17.1	0.9	0.0	0.9	2.0
Assistant Principal	90	70.0	24.4	1.1	0.0	0.0	2.2
ECE Coordinator	43	65.1	30.2	4.7	0.0	0.0	0.0
Grade 1 teachers	221	33.9	43.4	15.4	2.3	0.9	4.1
			Grade 2				
Principal	117	69.2	22.2	2.0	0.9	0.9	2.6
Assistant Principal	90	62.2	25.6	3.3	0.0	0.0	6.7
ECE Coordinator	43	55.8	20.9	7.0	4.7	0.0	11.6
Grade 2 teachers	208	32.2	38.0	13.5	3.4	0.5	12.5

On both the first and second grade levels, non-teaching personnel tended to give much more positive ratings to the effectiveness of the program than did the teachers. The first grade program received somewhat higher ratings from non-teaching personnel than did the second grade program.

Non-teaching personnel were also asked to rank various aspects of the SECE Program in order of greatest improvement. A summary of their responses is presented in Table VI-13.

Table VI-13

Areas of Greatest Improvement

Areas of improvement	Principal	Assistant Principal	School ECE Coordinator
First Grade			
General academic progress	3.3	3.5	2.9
Social behavior	3.9	4.7	4.7
School-parent relations	5.3	5.2	5.6
Instructional techniques of teachers	4.3	4.2	3.9
Teachers' control of class	4.9	5.5	5.7
Materials of instruction used	5.0	4.4	4.0
Individualization of instruction	3.0	3.3	2.9
Creative expression of children	5.6	6.6	6.0
Progress in reading	3.7	3.4	2.6
Second Grade			
General academic progress	3.4	3.6	2.9
Social behavior	4.2	4.7	5.3
School-parent relations	5.6	5.4	5.8
Instructional techniques of teachers	4.3	4.3	3.8
Teachers' control of class	5.2	5.6	5.5
Materials of instruction used	5.0	4.6	3.7
Individualization of instruction	3.5	3.5	3.3
Creative expression of children	5.4	6.8	6.0
Progress in reading	3.7	3.6	2.4

*Lowest mean ranking indicates greatest improvement

On both the first and second grade levels, those aspects in which non-teaching personnel felt that the greatest improvement had been made included individualization of instruction, progress in reading, and general academic progress. School-parent relations, teacher's control of class, and creative expression of children, however, were not regarded as having improved to any great extent.

The School ECE Coordinators perceived improvement in materials of instruction used on the second grade level; other personnel did not consider the use of materials to have greatly improved.

7. Problems in Implementing the Program

As on the kindergarten level, both teaching and non-teaching personnel were asked to identify significant problems in organization and implementation of the program at the first and second grade levels. Responses of participating personnel concerning the first grade level are presented in Table VI-14; for the second grade level in Table VI-15.

Table VI-14

Significant Problems in the Organization and Implementation of the SECE Program on the First Grade Level

Problem Area	Principal	Assistant Principal	School ECE Coordinator	Grade 1 Teachers
	Per Cent of Participating Personnel Citing Problem Area			
Classroom and other space	50.4	55.6	37.2	34.4
Class size	45.3	46.7	41.9	46.6
Materials, including audiovisual	32.5	30.0	30.2	30.8
Parent relations	6.8	10.0	9.3	8.1
Community relations	3.4	5.6	4.7	(a)
Staff relations	6.8	11.1	11.6	6.8
Teacher training (methods)	22.2	20.0	20.9	(a)
Teacher training (management, discipline)	19.7	18.9	25.6	(a)
Overemphasis on reading	4.3	6.7	9.3	7.2
Underemphasis on reading	2.6	2.2	0.0	0.5
Teacher turnover	18.8	12.2	11.6	0.0
Pupil mobility	47.9	47.8	30.2	30.8
Training of paraprofessionals	20.5	22.2	30.2	11.3
Assignment of ratio teachers	12.8	12.2	9.3	6.8

(a) Teachers were not asked to indicate problems in this area.

Table VI-15

Significant Problems in the Organization and Implementation of the SECE Program on the Second Grade Level

	Per Cent of Participating Personnel Citing Problem Area			
Problem Area	Principal	Assistant Principal	School ECE Coordinator	Grade 1 Teachers
Classroom and other space	47.9	46.7	25.6	25.0
Class size	34.2	45.6	32.6	45.2
Materials, including audiovisual	33.3	28.9	25.6	33.7
Parent relations	5.1	10.0	9.3	13.0
Community relations	2.6	4.4	4.7	(a)
Staff relations	5.1	7.8	4.7	4.3
Teacher training (methods)	22.2	23.3	16.3	(a)
Teacher training (management, discipline)	21.4	22.2	25.6	(a)
Overemphasis on reading	3.4	5.6	4.7	5.8
Underemphasis on reading	3.4	2.2	4.7	1.9
Teacher turnover	21.4	17.8	16.3	0.0
Pupil mobility	46.2	50.0	18.6	31.3
Training of paraprofessionals	20.5	23.3	27.9	12.5
Assignment of ratio teachers	7.7	12.2	7.0	6.3

(a) Teachers were not requested to indicate problems in this area.

On the first grade level, classroom and other space, class size, and pupil mobility were considered major problems by approximately one-half of the supervisors and one-third of the teachers and ECE coordinators. Teacher and paraprofessional training also were cited as significant problems by approximately 20 per cent of the supervisors and ECE coordinators. These problems were also identified as most prevalent on the second grade level; in general, however, fewer respondents cited such problems as major deficits of the program on the second grade than on the first grade level.

CHAPTER VII

SOME SPECIAL PROBLEMS IN PROGRAM IMPLEMENTATION

A. PROVIDING FOR THE NON-ENGLISH SPEAKING CHILD

Many children in the SECE Program, mainly of Puerto Rican background, face a special roadblock to learning - the prerequisite of learning to understand and communicate in English as a second language in order to function academically. Special provisions made in the school program to accelerate the learning of English, would certainly be considered in the interest of achieving the goals of the SECE Program. Assistant principals were asked, therefore, to describe the special arrangements which had been made in their schools for the teaching of English to children in the early grades who spoke English haltingly or not at all.

In all, 64 (71.1%) of the assistant principals provided estimates of the percentage of children in their schools who spoke English haltingly or not at all. The mean proportion of children in each grade level who were reported as failing in this category were as follows: kindergarten - 28.4 per cent; first grade - 27.6 per cent; second grade - 23.7 per cent. The proportion of non-English speaking children in this year's study sample was approximately 10 per cent higher than that noted last year.

All of the schools which non-English speaking children attended made some special provision for teaching English to them. In 44 (68.8%) of the schools, professional personnel, either a non-English coordinator or a teacher of English as a Second Language (TESL), or both, or a bilingual teacher assigned as a cluster teacher worked with small groups of non-English speaking children, usually on a regular schedule. In some schools, the children received this service daily; in others, weekly. In most schools, children in ECE classes shared the services of the NE coordinator and the TESL, who tended to focus their attention on children in the higher grades, where the need to learn English was felt more acutely. Few kindergarten children received the attention of these specially trained and skilled personnel.

Placing the young non-English speaking child in a classroom served by a Spanish speaking adult was looked upon as providing a means of overcoming the language barrier. Not only can such an adult explain routines and tasks to the new arrival, but she can help him learn, using Spanish if necessary, and bolster the child's self-esteem during this difficult time by providing encouragement and a model of bilingual ability.

Bilingual paraprofessionals assigned to ECE classes were cited by 16 (25.0%) of the assistant principals as a major resource in the teaching of English as a Second Language. In 7 (10.9%) of the schools, classroom teachers were responsible for teaching English to these children. In 5 (7.8%) of the schools, special materials, to be used by classroom teachers, were distributed. The help of volunteers was cited by 2 (3.1%) of the respondents. Evidently, no school organized special classes for children learning English as a second language.

B. PRIOR SCHOOL EXPERIENCE OF PARTICIPANTS

It must be noted that the benefits of the SECE Program were reaped more fully by some children than others. The organization of prekindergarten programs in many schools had a positive effect on the quality of the SECE Program. On the other hand, approximately one-fourth of the first grade children had not previously attended school, and required special "remedial" attention.

It is difficult to determine the reasons for the failure of so many parents to have taken advantage of the opportunity to enroll their children in kindergarten. To some degree, the school may have contributed to the problem. Although only nine (7.7%) of the principals reported that it had been necessary to limit the number of kindergarten classes that they could organize because of the need to organize small first and second grade classes, a total of 37 (31.6%) of the principals noted problems of overcrowding that affected the program. While some parents may have felt that classes were overcrowded, and kept their children home, it is much more likely that other factors were operative in the situation.

In many of the participating schools (73, or 62.4%), principals reported that Prekindergarten Programs were in operation. Of these, only two principals indicated that the Prekindergarten Program had not had an effect on the ECE program. Table VII-1 summarizes the responses of the principals in regard to the ways in which the Prekindergarten affected the ECE program.

Table VII-1

Effect of Prekindergarten Program on ECE Program, as Reported by Principals (N=117)

Effect	N	Per Cent
Helped in adjustment to school	32	27.4
Increased ability to speak and read	16	13.7
Promoted health and social development	6	5.1
Improved school-parent relationships	19	16.2
Enriched ECE Program	9	7.7
Helped teachers understand children	2	1.7
General beneficial effect	5	4.3
No program	45	38.5
No response	10	8.5

The principals also provided information regarding the proportion of children entering first grade without previous kindergarten experience. In the 117 sample schools, a mean percentage of 25.24 per cent of their first grade pupils had not had previous kindergarten experience. A total of 104 (88.9%) of the principals noted that special provisions had been made for these children. Table VII-2 presents their responses.

Table VII-2

Special Provisions for First Grade Children

With No Prior School Experience

As Reported by Principals (N=117)

Provision	N	Per Cent
Special individual or small group help within regular class	25	21.4
Slower program in smaller class	59	50.4
Placed with younger children	2	1.7
No special provisions	12	10.3
All children have had Kg. experience	3	2.6
Other	3	2.6
No response	13	11.1

In light of the fact that special attention must be paid to these children, attention which is generally regarded as "remedial help" by the teacher, it should be stressed that non-attendance at Prekindergarten or Kindergarten seems to put these children as a disadvantage by first grade and may well affect their academic progress. The children may develop negative attitudes toward themselves and toward school as they are called upon to engage in total-class activities, during which they cannot expect to experience success in relation to their peers, who have had the benefit of prior school experience.

CHAPTER VIII

ORIENTATION AND TRAINING OF STAFF

A. TRAINING OF SCHOOL ECE COORDINATORS

Of the 43 school ECE Coordinators in the sample, only four (9.3%) reported that their district had organized training programs for school ECE Coordinators. Each of the four reported that they had participated in the training program. Of these, one rated the program as excellent, two as good, and one as fair.

B. TRAINING OF ECE TEACHERS

Of the 117 principals responding to the questionnaire, 47 (40.2%) reported that a District-sponsored orientation or training program had been organized specifically for ECE teachers during the current school year. Of these, 8 (17.0%) rated the program as "excellent," 32 (68.1%) as "good," 2 as "fair;" 5 (10.6%) did not provide ratings.

School-sponsored orientation and training programs for ECE teachers were held in approximately one-half of the schools. Fifty-nine (50.4%) of the principals reported organization of such programs, and furnished brief descriptions of the nature of these programs.

Assistant principals, ECE coordinators, and teachers were also asked to indicate whether or not such programs were conducted in their schools. Table VIII-1 presents this data.

Table VIII-1

Number of Participating Schools in Which Orientation or Training Programs were Conducted for ECE Teachers

As Reported By:	N	"Yes"	Per Cent	"No"	Per Cent	No Response	Per Cent
Principals	117	59	50.4	55	47.0	3	2.6
Assistant Principals	90	57	63.3	33	36.6	0	0.0
ECE Coordinators	43	29	67.4	14	32.6	0	0.0
Kindergarten Teachers	192	30	15.6	135	70.3	28	14.6
Grade 1 Teachers	220	67	30.5	123	55.9	30	13.7
Grade 2 Teachers	208	61	29.3	116	55.8	31	14.9

Only a small percentage of SECE teachers reported that they had participated in an orientation or training program in their schools; it is apparent that individual and group conferences and workshops were not perceived by teachers as part of a special training program for ECE teachers. Of the 192 kindergarten teachers, 22 (11.5%) reported participation in an orientation or training program; of the 221 first grade teachers, participation was reported by 67 (30.3%). Of the 207 second grade teachers in the sample, 61 (29.5%) reported participation.

It is very evident that, for the most part, the principals indicating that a training program had been organized in their schools did not look upon training of ECE teachers as distinct from other teacher-training activities that were conducted by the school. Thus, 39 (33.3%) of the respondents indicated that training took the form of occasional group conferences, demonstrations, meetings with supervisors or individual conferences with teachers, generally following classroom observations. Only 13 (11.1%) mentioned regularly scheduled meetings or conferences.

The effectiveness of the training program for teachers in the SECE Program was rated by administrators and teachers. Table VIII-2 presents the distribution of ratings of effectiveness assigned to the training program by these personnel.

Table VIII-2

Distribution of Ratings of Effectiveness of Orientation or Training Program for ECE Teachers in Participating Schools

		Per Cent of Personnel Assigning Rating					
Personnel	N	Excellent	Good	Fair	Poor	Very Poor	Don't Know
Principal	59	27.1	66.1	8.5	0.0	0.0	1.7
Assistant Principal	57	33.3	50.8	15.8	0.0	0.0	0.0
ECE Coordinator	29	27.6	65.5	6.9	0.0	0.0	0.0
Kindergarten teachers	22	18.2	54.5	13.6	0.0	13.6	0.0
Grade 1 teachers	67	9.8	60.8	21.6	0.0	7.8	0.0
Grade 2 teachers	61	28.2	41.0	20.5	5.1	5.1	0.0

As one would expect, teachers tended to look upon the training program in which they had participated far less favorably than did non-teaching personnel. Yet, few of the ratings assigned by teachers fell below the "fair" category, and approximately 70 per cent were "good" or higher. Although little in the way of special training was provided for the teachers in ECE classes, other than in those schools that had a staff position for an ECE Coordinator, the training that was provided was generally looked upon favorably by participants.

C. TRAINING OF EDUCATIONAL ASSISTANTS

A total of 117 principals responded to a question dealing with the organization of a training program for educational assistants in their schools. Seventy-four (54.7%) of these principals indicated that such a training program was organized in their schools. Fifty-one (43.6%) of the principals indicated that no training program for educational assistants had been instituted in their schools.

Assistant principals and teachers were also asked to indicate whether training programs for paraprofessionals had been organized in their schools. Their responses are summarized in Table VIII-3. Many teachers were evidently not cognizant of the existence of such training programs in their schools.

Table VIII-3

Programs to Train Educational Assistants Assigned to ECE Classes

As Reported By:	N	"Yes"	Per Cent	"No"	Per Cent	Don't Know	Per Cent
Principal	117	64	54.7	51	43.6	2	1.7
Assistant Principal	90	57	63.3	33	36.6	0	0.0
Kindergarten Teachers	192	87	45.3	75	39.1	26	13.5
Grade 1 Teachers	221	117	53.7	46	21.1	55	24.9
Grade 2 Teachers	207	96	46.2	39	18.8	73	35.1

A summary of the specific approaches to training of educational assistants that were organized in the respondents' schools is presented in Table VIII-4.

Table VIII-4

Provisions for Training Educational Assistants,
As Reported by Principals

Approach Used	N	Per Cent
Scheduled Group Conferences or Workshops	21	17.9
Individual Conferences	10	8.5
Occasional meetings, conferences, workshops	32	27.4
Demonstrations	5	4.3
Teachers provided training	3	2.6
Not indicated	3	2.6
No training program at school level.	48	41.0

By far the most common form of training utilized by the individual schools was the group conference and/or workshop, which was cited, either singly or in combination, by 53 (45.3%) of the principals. This generally took the form of a group meeting with the assistant principal or school ECE coordinator, and was given over to a discussion of common problems, to consideration of techniques of working with small groups, or to a general orientation in some curriculum area. Stress was generally placed upon techniques for individualization of instruction in the sessions conducted by the assistant principal or ECE coordinator; at times, another member of the school staff was the major resource person that was called upon. In some instances, both teachers and paraprofessionals attended the training sessions.

Only five of the principals indicated that the classroom teachers provided most training for paraprofessionals. Here, of course, it is difficult to separate specific training sessions from the usual teacher-paraprofessional conference involving procedures to be utilized in furtherance of normal classroom routines, specific activities in a given lesson, and the like. In a sense, then, this is really on-the-job training, and should not be looked upon as a formal, structured training program.

The indications are, then, that the training program for educational assistants tended to be more directive and more closely related to the immediate problems of working with children in early childhood classes than that directed to ECE teachers.

The training programs for educational assistants were more formally organized than those for teachers; thus, even the teachers themselves were more aware of the paraprofessional training programs than the procedures instituted for their own orientation and training. It should be noted, however, that only a small proportion of the ECE teachers in the sample were inexperienced, 3.6 per cent of teachers in kindergarten, 6.8 per cent and 7.2 per cent of first and second grade teachers respectively; very few paraprofessionals (2.8%) were newly employed. Most paraprofessionals were participating in the Career Ladder Program.

CHAPTER IX

THE ROLE OF THE ECE COORDINATOR

The school ECE coordinator played a central role in the conduct of the ECE Program. In many cases, her responsibilities paralleled or overlapped those of the assistant principal assigned to the early grades. The ECE coordinator generally worked most closely with, and received the greatest amount of assistance from, the primary assistant principal.

A. ROLE AND RELATIONSHIPS

1. Participation of the ECE Coordinator in Planning

Of the 43 ECE Coordinators, 39 (90.7%) were involved in planning for the ECE Program for the current year in their schools. The major types of activities in which they participated are reported in Table IX-1.

Table IX-1

Participation of School ECE Coordinator in Planning of School ECE Program

Type of Participation	ECE Coordinators Reporting N	ECE Coordinators Reporting Per Cent
Consulting with ECE teachers	39	100.0
Consulting with school principal on teacher needs, class organization, etc.	38	97.4
Consulting with paraprofessionals	32	82.1
Determining school needs for personnel, materials, space, etc.	31	79.5
Consulting with district ECE coordinators	23	59.0
Organizing workshops for paraprofessionals	22	56.4
Preparing written guides for utilization of space and materials	22	56.4
Organizing workshops for ECE teachers	20	51.3
Organizing workshops for parents	20	51.3

In addition, 27 ECE coordinators reported that they had participated in other activities related to planning the ECE program. The examination, distribution and demonstration of materials, the instruction of teachers and paraprofessionals, and the testing and grouping of children for instruction were among other activities undertaken by the ECE coordinators.

Forty-one ECE coordinators provided information on the amount of time they spent, on the average, in conferences with supervisors and other school personnel; those who did not respond found it impossible to estimate the amount of time spent in conferences. The average number of hours per week spent in conference, as reported by the group of ECE coordinators, was 3.4 hours. By ranking a list of school personnel in order of the frequency of contact, the ECE coordinators provided further data regarding their time spent in conferences. Their reports are summarized in Table IX-2.

Table IX-2

Conferences Between ECE Coordinators and Other Personnel

Personnel	Mean Ranking*
Assistant Principal	1.92
Principal	2.00
Guidance Counselor	2.60
School Secretaries	4.18
School Nurse, Doctor	5.07
District ECE Coordinator	5.24
NE Coordinator	5.25

* Lowest ranking indicates greatest frequency of contact

2. Time Allocations by Grade Level

The school ECE coordinators were requested to indicate the proportion of their time which had been devoted to the various Early Childhood Education programs in their schools. On the average, the group of 43 ECE coordinators devoted 3.5 per cent of their time to pre-kindergarten programs, 16.0 per cent to kindergarten, 40.2 per cent to Grade 1, and 28.1 per cent of their time to Grade 2. An additional 10.0 per cent of the time of the ECE coordinators, as a group, was spent in activities not related to early childhood education during the current school year. There was, however, additional variation in the assignment of responsibilities to the ECE coordinators in different schools; not all ECE coordinators were assigned to tasks at each grade level. Only 10 (23.3%) of the ECE coordinators were involved with pre-kindergarten programs, 29, 40, and

37 (67.4, 93.0, and 86.0%) had responsibilities for kindergarten, grade 1 and grade 2 programs, respectively. Twenty-seven (62.8%) of the ECE coordinators reported time devoted to activities other than Early Childhood Education; only 16 (37.2%) devoted their time exclusively to prekindergarten through second grade activities.

3. The Role of the ECE Coordinator in Teacher Training

About two-thirds (29, or 67.4%) of the ECE coordinators reported that training or orientation programs for ECE teachers were organized in their schools. Of the 29 ECE coordinators who indicated that a teacher training or orientation program was conducted in their schools, 8 (27.6%) rated it as excellent, 19 (65.5%) as good, and 2 (6.9%) as fair. A total of 15 ECE coordinators reported that they had spent, on the average, 5.47 hours per week in this training program with kindergarten teachers, 25 spent a mean of 8.24 hours per week in the training program with first grade teachers, and 23, an average of 7.00 hours per week with teachers on the second grade level. A total of 17.18 hours per week, on the average, was reported spent in training or orientation programs for kindergarten, grade 1 and grade 2 teachers by the ECE coordinators.

The ECE coordinators worked closely with the school's primary assistant principal; in fact, 17 (58.6%) of the 29 ECE coordinators who participated in teacher training programs in their schools indicated that they had received help in organizing this program from the assistant principal.

The assistant principal, as reported by the ECE coordinators, consulted with and advised the ECE coordinator, helped with administrative matters, and participated in workshops, training sessions and conferences.

Nineteen of the 29 ECE coordinators who had responsibility for teacher training programs noted the assistance of the principal in organizing the programs; the establishment of guidelines and objectives by the principals during discussions with the coordinator were the main forms of assistance reported.

The District ECE supervisor was reported to have given assistance to the ECE coordinator in seven cases; suggestions and recommendations of materials and techniques were made through discussions and workshops. Many District ECE supervisors, it should be noted, directed most of their attention to those schools in their districts which did not have the services of an ECE coordinator.

Although only 29 (67.4%) of the ECE coordinators responding reported having participated in teacher training programs in their schools, 40 (93.0%) of the 43 indicated that they had participated in teacher training activities; apparently, many ECE coordinators did not perceive their assistance and recommendations to individual teachers as being part of a formal training program. An average of 7.90 hours per week spend in teacher training was reported by this group of ECE coordinators; they also ranked various teacher training activities in order of the amount of time spent at each activity. Table IX-3 presents the mean of each activity ranked.

Table IX-3

Time Spent at Teacher Training Activities by ECE Coordinators

Activity	Mean Ranking*
Training individual teachers	2.15
Helping teachers with learning problems of individual children	2.55
Helping teachers with behavior problems of individual children	3.02
Training groups of teachers	3.57
Giving demonstration lessons	4.27

* Lowest ranking indicates greatest amount of time spent.

Many of the ECE coordinators reported spontaneously that the selection, ordering, preparation, and distribution of materials were among their teacher training activities; several of the coordinators who reported administrative responsibilities also cited the distribution of materials as among their tasks. These activities, it seems, were among the important responsibilities of some of the ECE coordinators, and considered to be either a part of their teacher training or their administrative responsibilities.

4. Administrative Responsibilities of the ECE Coordinator

Thirty-six (83.7%) of the 43 ECE coordinators indicated that they spent time at administrative tasks; 6.44 hours, on the average, was reported. Administrative activities were ranked by these ECE coordinators. Their mean rankings are reported in Table IX-4.

Table IX-4

Time Spent in Administration by ECE Coordinators

Activity	Mean Ranking*
Organizing classes	2.52
Ordering books and equipment	2.67
Assigning personnel (including paraprofessionals and student teachers)	2.89
Writing reports	3.93
Assigning use of classroom space	4.04

* Lowest ranking indicates greatest amount of time spent.

Thirty-five (81.4%) of the ECE coordinators reported that they spent time in evaluation. Of these, an average of 3.72 hours per week was spent in this area. The activities related to evaluation were ranked in order of the greatest amount of time spent; the means of these rankings are presented in Table IX-5.

Table IX-5

Time Spent in Evaluation by ECE Coordinators

Activity	Mean Ranking*
Grouping or regrouping	2.00
Studying records of children	2.09
Giving tests	3.14
Preparing teachers for test administration	3.37
Constructing tests	4.20

* Lowest ranking indicates greatest amount of time spent.

Seven ECE coordinators also noted that they were engaged in the observation and evaluation of pupil progress through observation and analysis of test results.

A mean of 2.82 hours per week was devoted to working with parents; this was reported by 38 (88.4%) of the ECE coordinators. Ranked in order of the greatest amount of time spent with parents, these activities are reported in Table IX-6.

Table IX-6

Time Spent with Parents by ECE Coordinators

Activity	Mean Ranking*
Conferences about individual pupil	1.46
Interpreting school program	1.94
Relationship between parent and teacher	2.36

* Lowest ranking indicates greatest amount of time spent.

Other activities in which the ECE coordinators noted that they engaged in with parents included workshops and group conferences.

5. The Teaching Role of the School ECE Coordinator

In some schools, the ECE coordinator taught classes in the ECE program on a regular schedule; in others, she substituted for absent classroom, ratio, or cluster teachers on rare occasions. In 19 (44.2%) of the schools in which there was an ECE coordinator, she had no direct teaching role.

Of the 43 ECE coordinators, 24 (55.8%) reported that they spent time in teaching classes, small groups, or individual children on a regular basis. A total of 15 taught regularly for 10 hours per week or more.

B. EFFECTIVENESS

Each principal was asked to rate the effectiveness of his primary assistant principal and ECE coordinator in furthering the objectives of the ECE program in his school; 100 principals provided ratings of assistant principals. Of the 45 principals who had ECE coordinators, 40 (88.9%) provided ratings. The distribution of ratings of primary assistant principals and ECE coordinators presented in Table IX-7 indicates that the principals viewed them, by and large, as doing an excellent job.

Table IX-7

Effectiveness of AP's and ECE Coordinators in Furthering the Objectives of the ECE Program, (in Per Cent)

	N	Excellent	Good	Fair	Poor
Assistant Principal	100	71.0	22.0	5.0	2.0
ECE Coordinator	40	77.5	22.5	0.0	0.0

Of the 45 principals who were able to appoint ECE coordinators, 28 (62.2%) reported that this assignment had markedly increased the effectiveness of the primary assistant principal. Thirteen (28.9%) indicated that the assignment of an ECE coordinator had increased the assistant principal's effectiveness somewhat; three (6.7%) reported that the assistant principal's effectiveness had remained the same.

Twenty (58.8%) of the 34 assistant principals in schools in which ECE coordinators had been assigned found that their workloads had been lightened somewhat by this assignment; 5 (14.7%) indicated that their workloads had become much lighter. Eight (23.5%) stated that their workloads remained the same.

C. SUMMARY

The ECE coordinators, as a group, spent their greatest amount of time in teacher training, (7.90 hours per week) and perceived that to be the area in which their greatest contribution to the program was made. Administrative duties, particularly the selection, ordering, distribution and demonstration of materials and equipment absorbed the next largest portion of the time, (6.44 hours per week) of the coordinators as a group, and were regarded, after teacher training, as the area in which greatest contribution had been made.

Approximately half (55.8%) of the coordinators reported teaching duties; this group was more involved in teaching than with administrative responsibilities.

Table IX-8 summarizes the data regarding the ECE coordinator's participation in the various activities of the SECE Program.

Table IX-8

ECE Coordinators Reporting Participation in Various Activities

	Coordinators Participating	
Activity	N	Per Cent
Teaching	24	55.8
Teacher Training	40	93.0
Administration	36	83.7
Evaluation	35	81.4
Conferences with School Personnel	41	95.3
Parents	38	88.4

The ECE coordinators reporting responsibilities in these areas spent varying amounts of time in each area. The hours per week spent in each area, is presented in Table IX-9 in terms of the mean number of hours spent by those actually participating, and in terms of the mean number of hours spent by the group of ECE coordinators as a whole.

Table IX-9

Mean Hours Per Week Spent in Various Activities by ECE Coordinators

Activity	Of Those Reporting N	Of Those Reporting Mean Hours	Of the Total Group N	Of the Total Group Mean Hours
Teaching	24	9.96	43	5.56
Teacher Training	40	7.90	43	7.35
Administration	36	6.44	43	5.39
Evaluation	35	3.71	43	3.02
Conferences with School Personnel	41	3.37	43	3.21
Parents	38	2.82	43	2.50

CHAPTER X

THE ROLE OF THE RATIO TEACHER

In the proposal for implementation of the SECE program, teacher-pupil ratios were to be reduced through the assignment of additional professional personnel to the staffs of the participating schools. In some schools, where space was not a problem, additional classes were organized at one or more grade levels. Here, the services of professional personnel employed under the SECE program (and thus technically "ratio" teachers) were used in a regular classroom assignment, reducing the registers of all classes on those grade levels.

In other schools, where extra space was not available, two teachers were assigned to a classroom (usually a large room) with a conbined class register ranging from 25 to 40 or more. In each of these cases, one of the paired teachers was, technically, a "ratio" teacher.

In still other schools, the services of these additional "ratio" teachers were used in a variety of non-teaching assignments. In several large schools, a teacher, generally one with several years of experience in teaching the early grades in her school, was assigned as an ECE coordinator, again, a "ratio" teacher position in a technical sense. Many of the teachers assigned as coordinators spent a good deal of time teaching children on a regular basis.

It proved to be very difficult to determine how the services of these additional teachers were being used, since the school rarely regarded a person assigned to a classroom position as a "ratio" teacher. Moreover, the schools rarely made any distinction between two types of "extra" teaching personnel, those provided from the SECE budget, and those provided to "cover" classes during the teachers' preparation periods, and paid from tax-levy funds. Compounding the difficulty was the fact that the terms "ratio," "cluster," "quota," "floater," "OTP," "ATR," and the like, were used interchangeably in different schools.

Many ratio teachers were themselves unaware of their position in the Program. Four ratio teachers, in fact, thought that the SECE program was exclusively a paraprofessional program; their responses to questions regarding the effectiveness of, and difficulties in the SECE program reflected this impression.

Thus, in interpreting the data summarized in this chapter, it must be borne in mind that the persons responding to questions regarding the role of ratio teachers in the SECE program did not share the same frame of reference.

A. ROLE AND RESPONSIBILITIES

A total of 186 teachers who were identified by their principals as SECE ratio teachers responded to a questionnaire designed to determine the role which these teachers filled in the SECE program. Of these teachers, 67 (36.0%) indicated that they had been assigned to classroom duties as "paired" teachers. The 119 (64.0%) reported that they were assigned to work in two or more ECE classes. Table X-1 summarizes these assignments.

Table X-1

Assignment of Ratio Teachers (N=186)

Type of Assignment	Ratio Teachers Reporting N	 Per Cent
One Classroom	67	36.0
Two to Five Classrooms, One Grade Level	33	17.7
Six or More Classrooms, One Grade Level	15	8.1
Two to Five Classrooms, Two or More Grade Levels	19	10.2
Six or More Classrooms, Two or More Grade Levels	52	28.0

It is evident that ratio teachers were used in a variety of ways in their schools. More often than not, they served on a single grade level, but more than one-third of these teachers were not specialized in terms of grade level.

The 119 teachers who served two or more classes were called upon to participate in the planning of learning activities for the children in the classes they served to varying degrees. A total of 71 (60.7%) stated that they "always" or "usually" participated, 20 (16.8%) participated in planning "occasionally." Twenty-two (18.5%) reported that they "seldom" or "never" participated in planning. It is likely, however, that all teachers planned the lessons for which they had direct responsibility. Where overall plans were made for the children without the participation of ratio teachers, the use of a team approach was not in evidence; professional skills were not being used.

1. Classroom Duties

The ratio teachers were asked to indicate the nature of their classroom work; the responses of those serving in more than one classroom are presented in Table X-2.

Table X-2

Nature of Classroom Work of Ratio Teachers (N=119)

Classroom Work	Ratio Teachers Reporting N	Ratio Teachers Reporting Per Cent
Reading Readiness	10	8.4
Reading	55	46.2
Remedial Reading	12	10.1
Language Arts	37	31.1
Mathematics(Remedial)	13	10.9
Science	19	16.0
Social Studies	15	12.6
Physical Activities	8	6.7
Library	5	4.2
TESL	5	4.2
Enrichment (Art, Music, Sewing, Cooking, Drama)	22	18.5
Teacher Training Demonstration Lessons	7	5.9

Since some teachers indicated that the nature of their work varied in different classes, the percentage of teachers citing different types of work adds up to more than 100 per cent.

Most ratio teachers served as teachers of reading or language arts; the teachers stated that, in most cases, the ratio teacher worked with one small group of children in each of several classes on a regular basis, while the classroom teacher worked with a second group.

2. Other Teaching Assignments

The ratio teachers were asked to indicate teaching assignments they fulfilled other than classroom teaching; 84 did not have any other assignment. A total of 25 (13.4%) however, reported that they taught small groups of children in remedial reading, mathematics, or speech in out-of-classroom locations. The responses of the other ratio teachers were varied; assembly programs, rehearsals, music, music clubs, parent workshops, were each cited by a small number of teachers.

3. Non-Teaching Activities

The ratio teachers were asked to describe their non-teaching activities; 123 (66.1 %) reported that they fulfilled one or more of such duties.

Table X-3

Non-Teaching Activities of Ratio Teachers

Activity	Ratio Teachers Reporting N	Per Cent
Lunchroom Duty	47	25.3
Stairway, Lobby, Basement, Bus or Yard Duty	56	30.1
Assist in Gymnasium	6	3.2
Administrative Work	4	2.2
Testing	6	3.2
Office Work	5	2.7
None	63	33.9

Most ratio teachers, particularly those who did not serve as classroom teachers, perform non-teaching chores, which must be considered a waste of professional expertise.

4. Special Responsibilities

The ratio teachers were asked to report instances in which they had been relieved of their regular assignments at some time to undertake special responsibilities. Their responses are summarized in Table X-4.

Table X-4

Special Responsibilities Reported by Ratio Teachers

Responsibility	Ratio Teachers Reporting N	Per Cent
Class Coverage	54	29.0
Substituting for Absent Teacher	77	41.4
Office Work	11	5.9
Trips	22	11.8
Other	7	3.8
None	31	16.7

B. EFFECTIVENESS

Assistant principals were asked to rate the instructional effectiveness of the ratio teachers as well as other teaching personnel on each grade level. These ratings are presented in Table X-5.

Table X-5

Instructional Effectiveness of Program Personnel as Rated by Assistant Principals

	Very Good	Good	Fair	Poor or Very Poor
Kindergarten				
ECE Coordinator	72.0	16.0	12.0	0.0
Paired Teachers	60.0	25.0	8.3	4.2
Single Teachers	53.8	42.3	2.6	1.3
Cluster and Ratio Teachers	40.9	45.5	9.1	4.5
Grade 1				
ECE Coordinator	77.4	6.7	3.2	0.0
Paired Teachers	46.7	40.0	10.0	3.3
Single Teachers	44.7	48.2	3.5	3.5
Cluster and Ratio Teachers	38.5	48.7	7.7	5.1
Grade 2				
ECE Coordinator	81.8	40.9	4.5	0.0
Paired Teachers	28.6	52.4	14.3	4.8
Single Teachers	39.1	51.7	5.7	3.4
Cluster or Ratio Teachers	37.7	60.9	14.5	1.4

Paired teachers, a designation that included many ratio teachers, and cluster and ratio teachers, were generally rated as less effective than other teaching personnel. This was particularly evident on the second grade level.

Each principal, assistant principal, and ECE Coordinator were asked to indicate five aspects of the SECE program in which ratio teachers were most helpful. These non-teaching personnel most frequently cited the assistance of the ratio teacher in working with small groups and individual pupils, presenting lessons in special content areas, and surprisingly, participating in planning. Their responses are summarized in Table X-6.

Table X-6

Aspects of the SECE Program in Which Ratio Teachers Were Most Helpful, as Reported by Administrators and ECE Coordinators

	Per Cent of Personnel Citing Aspect		
	Principal	Assistant Principal	School ECE Coordinator
Participation in planning	42.7	45.6	46.5
Teaching entire class groups	37.6	37.8	48.8
Assisting in large group activities	23.1	22.2	32.6
Presenting lessons in special content areas	41.9	51.1	62.8
Working with small groups	61.5	58.9	69.8
Working with individual pupils	44.4	42.2	48.8
Orienting new teachers	13.7	7.8	16.3
Helping children to work and play harmoniously	27.4	24.4	16.3
Serving as source of affection and comfort to children	17.9	17.8	9.3
Working with N-E children	17.1	18.9	7.0
Relieving teachers of routines (milk, snack, etc.)	2.6	1.1	4.7
Keeping records	5.1	4.4	4.7
Preparing instructional materials	31.6	33.3	32.6
Controlling behavior of children	11.1	8.9	11.6
Taking care of supplies and equipment	2.6	5.6	4.7
Substituting for absent teachers	13.7	14.4	14.0
Translating foreign language	0.9	1.1	0.0
Making home visits	0.9	0.0	0.0
Holding conferences with parents	2.6	3.3	2.3
Arranging or participating in workshops for parents	6.0	4.4	2.3
Effecting liaison with community agencies	1.7	2.2	0.0

Classroom teachers were also asked to indicate five areas in which ratio teachers were most helpful. At each grade level, the largest proportion of teachers regarded the presenting of lessons in special content areas as most helpful. Working with small groups, individual pupils and total class groups were also considered important aspects of the ratio teachers' work. Table X-7 presents the teachers' responses.

Table X-7

Aspects of the SECE Program in Which Ratio Teachers Were Most Helpful, as Reported by Teachers

	Per Cent of Teachers Citing Aspect		
	Kindergarten	Grade 1	Grade 2
Participation in planning	9.1	18.5	14.5
Teaching entire class groups	11.8	25.9	21.5
Assisting in large group activities	5.9	18.1	17.0
Presenting lessons in special content areas	16.6	31.9	26.0
Working with small groups	11.2	30.6	27.5
Working with individual pupils	7.5	23.1	18.5
Orienting new teachers	1.1	4.2	1.0
Helping children to work and play harmoniously	8.0	16.2	10.0
Serving as source of affection and comfort to children	4.8	8.3	9.0
Working with N-E children	2.7	9.7	6.0
Relieving teachers of routines (milk, snacks, etc.)	1.1	2.8	1.5
Keeping records	0.5	2.8	1.5
Preparing instructional materials	3.2	10.6	11.5
Controlling behavior of children	2.7	6.9	5.5
Taking care of supplies and equipment	1.6	2.8	2.0
Substituting for absent teachers	7.0	10.6	12.0
Translating foreign language	1.6	2.3	2.0
Making home visits	0.5	1.4	0.5
Holding conferences with parents	1.1	3.7	1.5
Arranging or participating in workshops for parents	2.1	2.8	2.0
Effecting liaison with community agencies	1.1	0.9	0.0

The ratio teachers, themselves, considered their greatest contribution to the ECE program to be the individualized, personal attention and instruction they were able to give the children. Because of their freedom from the day-long responsibilities of a single total class, they were able to bring a fresh viewpoint and personal enthusiasm to each learning situation. Several ratio teachers noted that their exposure to a large group of children gave them a greater understanding of the needs and strengths of the children; they felt that they had been able to use this knowledge in helping individual pupils. For some ratio teachers, the ability to concentrate all efforts in one subject area led to well planned, structured, and sequenced activities in that area, resulting in enthusiasm and progress among the children.

It is of interest to note, here, that many relatively new teachers receive assignments as ratio teachers. Some of these are paired with more experienced teachers, creating a sometimes successful, sometimes conflicting master-apprentice relationship. Other inexperienced teachers are used as "floaters," to cover classes for other teachers, to assist in small group reading or language arts instruction. The more experienced teachers who receive such assignments, not surprisingly, are likely to be given responsibilities for teaching in one or more subject matter areas.

The relative merits of the assignment of new teachers as ratio teachers versus the releasing of more experienced teachers for these positions should be weighed in the light of the particular needs of a given school. The proportion of experienced to inexperienced teachers, the size of the staff, the strengths of individual teachers should be considered. The assignment of professional versus paraprofessional help must be also determined locally. The relative advantages of employing five paraprofessionals or one extra teacher must be considered in the light of the school's needs and the proposed activities of the additional personnel.

CHAPTER XI

THE ROLE OF THE PARAPROFESSIONAL

The evidence presented thus far in this report indicates that the presence of the paraprofessional assistant in the early childhood classroom has helped to strengthen the educational program, either through direct teaching of a small group or through individualized remedial work with slower children. The paraprofessional also contributed to the program indirectly, by relieving the teacher of routine chores, such as the preparation of materials and maintenance of records, so that the teacher was able to devote more time and attention to teaching.

The paraprofessional served other purposes, as well. As one principal put it, "Paraprofessionals serve a very important function in ECE. They help individual children. They offer another mother image in the classroom. They speak the language of the children and often know the parents from the neighborhood so that the transition from home to school is eased. Educational assistants are inportant in establishing and maintaining relations with parents and community."

Of the 354 paraprofessionals responding to the questionnaire, 344 reported previous experience as an educational assistant or teacher aide; of these, a mean of 3.12 years of experience was reported. Despite reports of high turnover and dissatisfaction with the employment situation, particularly the lack of security and adequate compensation, the schools appear to have built up a relatively stable, dedicated staff of paraprofessionals. A total of 123 (34.7%) of the paraprofessionals had children attending the school in which they were employed.

Thus, in the four years since the SECE Program was first instituted, the paraprofessionals have become a valuable, if not indispensable part of the Early Childhood Program. Many teachers, in fact, take their assistance for granted, not realizing that the paraprofessional is part of an innovative, experimental program. Most teachers who had the assistance of a paraprofessional regarded that help as contributing most to the Program (64.1% of all the kindergarten teachers, 39.4% of all first grade and the same percentage of second grade teachers cited this assistance); others cited the small group and individual instruction which were, again, facilitated by the presence of the paraprofessional.

In general, paraprofessionals were of most help in teaching small groups and individual children, in helping children to work and play harmoniously, and in assisting with large group activities. The paraprofessionals also served as a source of affection to the children, and aided in the instructional program by relieving teachers of routines, and preparing and caring for supplies and equipment.

Table XI-1 presents a distribution of responses of teachers in regard to the areas of assistance. These responses were discussed, also, in Chapters V and VI, in which the effectiveness of the Program at the different grade levels was considered.

Table XI-1

Aspects of the SECE Program in Which Paraprofessionals Were Most Helpful, as Reported by Teachers

Aspect of Program	Per Cent of Teachers Citing Aspect Kindergarten	Grade 1	Grade 2	Ratio
Participation in planning	11.2	16.2	12.5	5.9
Teaching entire class groups	3.2	4.6	9.0	0.0
Assisting in large group activities	52.4	39.8	37.0	34.9
Presenting lessons in special content areas	9.6	3.7	4.5	4.3
Working with small groups	76.5	71.8	64.0	50.0
Working with individual pupils	79.1	72.7	71.0	51.6
Orienting new teachers	3.2	0.0	3.0	1.6
Helping children to work and play harmoniously	57.8	37.5	36.5	22.0
Serving as source of affection and comfort to children	48.1	39.8	43.5	32.8
Working with N-E children	40.6	24.5	22.5	22.0
Relieving teachers of routines (milk, snack, etc.)	48.7	36.6	34.5	25.3
Keeping records	17.6	15.3	17.0	12.4
Preparing instructional materials	28.9	24.1	26.0	16.1
Controlling behavior of children	19.3	16.7	15.0	20.9
Taking care of supplies and equipment	32.6	25.0	25.0	18.3
Substituting for absent teachers	2.7	2.3	1.0	1.1
Translating foreign language	11.2	13.4	9.5	17.2
Making home visits	4.3	7.4	7.5	8.1
Holding conferences with parents	5.9	6.0	8.5	4.8
Arranging or participating in workshops for parents	3.2	2.8	2.0	0.5
Effecting liaison with community agencies	4.8	7.9	7.0	0.0

Table XI-2 presents the responses of the administrators and coordinators in regard to areas of paraprofessional assistance; their perceptions do not differ radically from those of the teachers. The ECE coordinators, however, were less likely to note the helpfulness of the paraprofessional in planning, in presenting lessons in special areas, or in teaching total class groups than were other personnel.

Table XI-2

Aspects of the SECE Program in Which Paraprofessionals Were Most Helpful, as Reported by Administrators and Coordinators

Aspect of Program	Per Cent of Personnel Citing Aspect Principal	 Assistant Principal	 School ECE Coordinator
Participation in planning	13.7	12.2	0.0
Teaching entire class groups	0.9	2.2	0.0
Assisting in large group activities	34.2	30.0	25.6
Presenting lessons in special content areas	2.6	4.4	2.3
Working with small groups	83.8	80.0	72.1
Working with individual pupils	81.2	83.3	74.4
Orienting new teachers	0.9	4.4	0.0
Helping children to work and play harmoniously	59.0	55.6	41.9
Serving as source of affection and comfort to children	61.5	51.1	58.1
Working with N-E children	36.8	33.3	39.5
Relieving teachers of routines (milk, snack, etc.)	54.7	52.2	48.8
Keeping records	11.1	11.1	9.3
Preparing instructional materials	42.7	35.6	30.2
Controlling behavior of children	16.2	6.7	11.6
Taking care of supplies and equipment	20.5	17.8	30.2
Substituting for absent teachers	1.7	2.2	2.3
Translating foreign language	12.8	16.7	16.3
Making home visits	6.8	6.7	27.9
Holding conferences with parents	6.8	4.4	7.0
Arranging or participating in workshops for parents	6.0	3.3	2.3
Effecting liaison with community agencies	6.8	3.3	11.6

Although most of the paraprofessionals were assigned full time to a single classroom, they frequently had other school responsibilities to fulfill. When added to participation in training programs or the Career Ladder Program during school hours, the time spent at out-of-classroom duties reduced the number of hours actually served on classroom duty. Table XI-3 presents the responses of the paraprofessionals regarding the "out of classroom" duties to which they were assigned.

Table XI-3

Out of Classroom Duties Reported by Paraprofessionals

Duties	Paraprofessionals Reporting N	Per Cent
Bus and Hall Duties	44	12.4
Lunchroom	63	17.8
School Library or Office	11	3.1
Duties in More than One Classroom	21	5.9
No Outside Duties	215	60.7

In general, relatively few paraprofessionals assigned to ECE classes were requested to fulfill other responsibilities.

One problem noted by paired teachers was that the "diffusion of authority" between two adults of equal authority in the classroom confused the children, and had a detrimental effect on their behavior. This difficulty was rarely noted in teacher-paraprofessional situations.

The suggestions made by paraprofessionals for improvement of the program included the institution of joint workshops and conferences for teachers and paraprofessionals and the planning of the instructional program as a team (teacher and paraprofessional). Of the 68 suggestions made regarding teacher-paraprofessional communication, 48 (70.6%) were made in this regard. Some paraprofessionals, however, indicated that they were included in planning and evaluation of progress; one stated that she knew she was helpful because "we often discuss the children's progress and make out plans based on what we think the children need," another that "we plan and discuss everything together."

In general, the problems which the paraprofessionals stated were associated with the early childhood education program in the schools reflected attitudes which were not critical of the school program, but indicated an awareness of the same difficulties which have long been reccognized by professional personnel, few of which are under the direct control of the school.

CHAPTER XII

PARENT INVOLVEMENT PROGRAMS

Principals, assistant principals, and teachers in the sample of participating schools were asked to provide information regarding the implementation and effectiveness of Parent Involvement Programs organized within the individual schools. In Table XII-1, the extent to which programs were organized in schools, as reported by several categories of personnel, is summarized. It is evident that either many teachers were unaware of the existence of a program of parent involvement in their schools, or that they failed to consider what was being done in the way of seeking to involve parents as equivalent to a "program."

Table XII-1

Parent Involvement Programs in Participating Schools

	Programs Conducted		No Program		Don't Know	
As reported by	N	Per Cent	N	Per Cent	N	Per Cent
Principal (N=117)	87	74.4	29	24.8	1	0.9
Assistant Principal (N=90)	70	77.8	19	21.1	1	1.1
Kindergarten Teachers (N=191)	95	49.5	69	35.9	27	14.6
Grade 1 Teachers (N=221)	96	43.4	81	36.7	44	20.0
Grade 2 Teachers (N=208)	73	35.1	64	30.8	71	34.1

Parent involvement programs in the individual schools took many forms. Principals, who described the nature of the Parent Involvement Programs in their schools, indicated that workshops (43.4%) and general periodic parent of Parent Association meetings (14.9%) were the most common type of provision made to foster parent involvement. Other parent meetings were organized at individual grade levels; a total of 6 (6.9%)

of the principals specified these activities. Workshops or meetings were frequently organized to discuss special funded programs, subject areas such as reading and math, or around topics related to child development. Family rooms, family or parent program assistants were noted by a total of 19.5 per cent of the principals. Social activities, parent or mothers clubs, and trips were other parent activities noted. The activities reported as designed to foster parent involvement are presented in Table XII-2.

Table XII-2

Activities to Foster Parent Involvement

as Reported by Principals (N=87)

	Principals Reporting	
	N	Per Cent
Periodic parent or Parent Association general meetings	13	14.9
Grade parent meetings	6	6.9
Workshops	33	37.9
Parents or Mothers Clubs	5	5.7
Family or Parent Rooms	10	11.5
Family or Parent Program Assistants	7	8.0
Trips	6	6.9
Classroom or Demonstration Lesson Observations	7	8.0
Parent-Teacher Conferences	12	13.8
Home Visits	1	1.1

The Parent Involvement Programs were rated by principals, assistant principals, and teachers in the sample schools. The effectiveness of the programs for parental involvement in the participating schools, as perceived by these administrators and teachers, is presented in Table XII-3.

Table XII-3

Ratings of Effectiveness of Parent Involvement Programs

Rated by	Excellent	Good	Fair	Poor	Very Poor	No Response
Principal (N=87)	25.3	41.4	28.7	2.3	2.3	0.0
Assistant Principal (N=70)	21.4	47.1	24.3	7.1	0.0	0.0
Kindergarten Teachers (N=95)	14.7	41.1	20.2	11.6	3.2	9.5
Grade 1 Teachers (N=96)	6.3	31.3	37.5	9.4	3.1	12.5
Grade 2 Teachers (N=73)	5.5	30.1	35.6	6.8	4.1	17.8

In general, special programs designed to foster parental involvement did not receive very high ratings for effectiveness. Many principals and assistant principals noted that although the programs were well planned, attendance was very poor.

Responses to a question directed to teachers, concerning the effect of the SECE Program on the teachers' relationship to parent and community, are of interest here. These responses are summarized in Table XII-4.

Table XII-4

Perceptions of Teachers in Regard to Effect of SECE Program on Relationship of Teacher to Parents and Community, (in Per Cent)

	N	Program Had Effect	Program Had No Effect	Not Sure	No Response
Kindergarten Teachers	192	54.2	16.1	16.7	13.0
Grade 1 Teachers	221	37.1	33.5	13.1	16.3
Grade 2 Teachers	208	35.6	26.0	26.9	11.5

The schools' special program of parent involvement was generally noted more frequently and rated more highly by the kindergarten teacher than by teachers in grades 1 and 2. Similarly, kindergarten teachers viewed the total effect of the SECE Program on parental and community relationships more favorably then their colleagues in the other ECE grades; 62.7 per cent of the kindergarten teachers felt that the Program had been effective in this respect, as opposed to approximately 40 per cent of first and second grade teachers.

It should be noted that many teachers indicated that the paraprofessional was able to "act as a liaison in interpreting the school's program to the parents," and in interpreting the community to the teacher.

Avenues of communication do seem to be opening, not through specially designed parent workshops, but less formally through the teachers, particularly those to whom paraprofessional assistance is afforded. It should be noted, however, that some teachers may not be prepared to cope with the problems that will invariably accompany this communication.

CHAPTER XIII

ATTAINMENT OF PROGRAM OBJECTIVES:

ACHIEVEMENT TEST DATA

As part of the evaluation of the SECE program for the 1970-1971 school year, children in one kindergarten class in each of the 30 schools visited by the observers were tested on the Prereading Assessment Test. Children in one first grade class in each of these schools were given the Metropolitan Achievement Test in Reading (Primary I, Form F). Scores on the Word Knowledge and Reading Comprehension on subtests of the Metropolitan Achievement Test (Primary II) given by the Board of Education to all children in the 30 sample schools were obtained and analyzed. The results of these tests were used to determine the attainment of two of the objectives of the SECE Program:

a. To develop at the earliest possible stage an awareness of the printed word and a readiness for reading, and

b. To develop a larger vocabulary and learn beginning comprehension skills so that pupils may progress from readiness to beginning reading.

The criteria for acceptable performance would be that 75 per cent of the children participating will have achieved scores reflecting normal growth on each of the aforementioned tests.

A. KINDERGARTEN: PREREADING ASSESSMENT

A total of 711 children enrolled in kindergarten classes in the sample of schools visited by the observers were tested on the New York City Prereading Assessment Test as a part of the evaluation of the SECE Program. The raw scores on each of the subtests, "Language," and "Visual Discrimination," were converted into "Readiness Ratings." These readiness ratings represent the norms developed for this assessment and are based on a stanine distribution (for ease of interpretation, this distribution has been combined into five groups).

The number of children in the standardization sample whose scores placed them within the range represented by each readiness rating, and the number of children in the sample tested in conjunction with this evaluation in each group are shown in Table XIII-1.

Table XIII-1

Distribution of Scores on Prereading Assessment Subtests:

Standardization Sample and SECE Sample

	Very Poor	Below Average to Poor	High Average to Low Average	Above Average	Superior
			Language		
Standardization Sample	5.0	18.0	53.0	16.0	4.0
SECE Sample	5.6	12.7	38.3	36.7	5.8
			Visual Discrimination		
Standardization Sample	5.0	18.0	53.0	16.0	4.0
SECE Sample	8.9	28.7	46.0	18.5	7.5

Chi Square analyses to determine whether differences between the distribution of scores in the standardization sample and in the SECE sample might have occurred by chance were performed. For the Language subtest, $X^2 = 11.78$; for the test of Visual Discrimination, $X^2 = 5.29$. To constitute a statistically significant difference between these distributions, Chi Square would have to exceed 9.488 for confidence at the .05 level, and 11.34 at the .01 level (4df). Thus, there was no difference between the standardization sample and the SECE sample in the distribution of scores on the subtest in Visual Discrimination. Comparison of the two groups on the Language Subtest, however, revealed a highly significant difference. Examination of these distributions indicated that the difference was in favor of the SECE sample; a far larger proportion of the children in the SECE sample achieved "above average" scores than did those in the original standardization sample.

Thus, the conclusion can be stated that, as a group, the children in the SECE program in Kindergarten achieved normal progress in developing reading readiness in the area of Visual Discrimination, and exceeded normal progress in reading readiness in the area of Language, as measured by the Prereading Assessment Test. This progress far exceeded the 75 per cent level as set as criterion for SECE program effectiveness.

It should be noted that the test was standardized on first grade children during their fall semester of 1967; these kindergarten children did as well and better than did those first graders. The fact that a large number of pupils enter school for the first time in first grade (in the SECE schools, the estimate was 25 per cent) and that the first graders in the normative sample were tested shortly after entrance, may have influenced these results.

B. FIRST GRADE

The Word Knowledge, Word Analysis, and Reading subtests of the Metropolitan Achievement Test, Primary I, Form F, were administered in one first grade class in 27 of the 30 sample schools visited by observers. A total of 712 pupils were tested. For each class, mean scores were computed for the class as a whole and for the top 75 per cent of the class. Table XIII-2 presents the grade equivalents of the mean scores for these groups.

Table XIII-2

Mean Scores of First Grade MAT Reading Test

	Total Group				Top 75%			
School	N	WK	WA	Read	N	WK	WA	Read
A	25	1.9	1.8	1.8	19	2.0	1.9	1.9
B	27	1.6	1.6	1.7	20	1.7	1.7	1.8
C	19	1.7	1.7	1.6	14	1.9	1.8	1.8
D	20	1.4	1.4	1.4	15	1.5	1.5	1.5
E	30	2.1	1.7	2.0	23	2.1	1.9	2.2
F	33	3.0	2.5	2.7	25	3.0	3.0	3.1
G	27	1.9	1.7	1.9	20	2.0	1.9	2.1
H	22	1.9	1.7	1.9	17	2.1	1.8	2.0
I	27	1.9	1.8	1.8	20	2.0	2.0	1.9
J	22	2.0	1.9	2.0	17	2.2	2.1	2.2
K	21	2.1	1.8	2.0	16	2.3	2.0	2.2
L	33	2.0	1.9	1.8	25	2.2	2.1	1.9
M	25	1.6	1.5	1.6	19	1.7	1.5	1.7
N	20	1.8	1.9	1.8	15	2.0	2.0	1.9
O	24	1.6	1.6	1.5	18	1.7	1.7	1.7
P	21	2.1	1.9	2.0	16	2.5	2.1	2.1
Q	25	1.6	1.7	1.4	19	1.7	1.7	1.5
R	26	1.7	1.7	1.7	20	1.9	1.9	1.9
S	17	1.6	1.7	1.7	13	1.9	1.8	1.8
T	25	2.2	2.1	2.2	19	2.5	2.3	2.3
U	24	2.0	1.9	2.0	18	2.3	2.0	2.2
V	24	1.8	1.7	1.8	18	1.9	1.9	1.9
W	19	___	___	2.0	14	___	___	2.2
X	19	1.6	1.5	1.6	14	1.8	1.7	1.7
Y	17	___	___	1.7	13	___	___	1.8
Z	22	___	___	1.[illegible]	17	___	___	1.9
AA	24	1.4	___	1.7	18	1.6	___	1.8

The results of these tests, administered in May, 1971, demonstrate that the total group of first grade pupils tested achieved normal progress (1.8 would be the norm for May testing) on the Work Knowledge and Reading subtests; on Word Analysis, the total group was only one half month below the norm. For the group of children comprising the top 75 per cent of each class group, the criterion of a mean score of 1.8 was surpassed.

The criterion, then, of normal progress in reading on the part of 75 per cent of first grade children was met and exceeded.

C. SECOND GRADE

Scores on the Metropolitan Achievement Test, Primary II subtests in Word Knowledge and Reading Comprehension were obtained for pupils in the observation sample of schools. For the three classes in each school that were visited by an observer and for these classes as a whole, the mean scores of the highest scoring 75 per cent of the children in each class were computed. The scores of 2,012 pupils were analyzed. Table XIII-3 presents summary data for this analysis.

Table XIII-3

Mean Scores on MAT Word Knowledge and Reading Subtests of Second Grade Pupils in Sample Classes

	N	Word Knowledge	Reading
Total Group	2012	2.80	2.50
Top 75% of Each Class	1496	3.00	2.70

As these tests had been given in April, the criteria of normal progress was set at 2.7. For the group as a whole, scores in Word Knowledge surpassed this goal by one month; mean scores on the Reading Comprehension subtest reflected achievement as a level two months below this norm. For the group of pupils representing the highest scoring 75 per cent of each class, the criterion of a mean score of 2.7 was surpassed by three months in Word Knowledge, and met in Reading Comprehension.

1. The Effect of Class Size and Paraprofessional Assignment on Second Grade Test Scores

Scores on the Word Knowledge and Comprehension subtests of the Metropolitan Achievement Test (MAT), administered to second grade pupils in the SECE Program as part of the city-wide testing program of the Board of Education, were obtained for children in second grade classes. These children constituted the total population of the 30 schools which comprised the "core sample" and which were visited by the observers.

The analysis of variance technique was employed to determine statistically the differences between the test scores of children in classes of different sizes, with or without paraprofessional assistants; in order to include as large a number of classes as possible, the class means on each of the two subtests were analyzed, rather than the scores of the individual pupils. The use of class means, although reducing the amount of variation generally, does not affect the statistical outcome of the analysis of variance, nor the interpretation, since overall administrative questions are under consideration rather than the performance of individual children.

It will be remembered that in many schools, the "low exponent" classes to which more able students were assigned, were more likely to be comparatively large classes without paraprofessional assistance while the "high exponent" classes frequently were small, had been afforded paraprofessional assistance, and had a large proportion of children with special needs and problems that were expected to interfere with learning. Unfortunately, since tests were not administered to these children as first graders, a pre-test - post-test technique, or analysis of covariance was not possible. Throughout this analysis, it was expected that the common practice of homogeneous grouping, and adjustment of the class size and class type to the needs of the children would be a large, immeasurable source of variation in their second grade reading test scores. Paired classes were not included in these analyses.

In order to determine whether the mean test scores of classes with paraprofessional assistance differed significantly from those of classes with no paraprofessional help, and whether the scores of such classes differed according to class size, a set of two way analyses were performed, one for each subtest. Table XIII-4 presents the means, standard deviations, and numbers of classes utilized in the analysis of the Word Knowledge subtest scores between classes with and without paraprofessional assistance, and between classes of 27 or less, 28-30, or 31 or more children on register.

Table XIII-4

MAT Word Knowledge Scores, by Class Type and Class Size

	Class Type					
	Paraprofessional Assigned			No Paraprofessional Assigned		
Class Size	N	Mean	S.D.	N	Mean	S.D.
27 or less	31	2.51	.67	29	2.44	.61
28 - 30	41	2.63	.70	34	2.63	.91
31 or more	19	3.25	.89	20	2.69	.76
Total	91	2.80		83	2.59	

The source table for the analyses of variance of Word Knowledge subtest class mean scores for classes of different sizes and types if presented in Table XIII-5.

Table XIII-5

Analysis of Variance: MAT Word Knowledge Scores

Source	SS	df	MS	F
Class Size (A)	6.99	2	3.50	5.88*
Class Type (B)	1.82	1	1.82	3.06*
A x B	2.53	2	1.27	2.13
Within	99.83	168	.59	

* $p < .05$

This analysis reveals that, on the average, children in classes with paraprofessionals performed significantly better than did those in classes without paraprofessionals. The performance of children in the larger classes was significantly higher than that of children in the smaller classes; undoubtedly, the practice of selective placement affected these results.

A similar analysis was performed on the Reading Comprehension subtest scores (Table XIII-6).

Table XIII-6

MAT Reading Comprehension Scores, by Class Type and Class Size

	Class Type					
	Paraprofessional Assigned			No Paraprofessional Assigned		
Class Size	Mean	S.D.	N	Mean	S.D.	N
27 or less	2.22	.44	31	2.25	.51	29
28 - 30	2.31	.46	41	2.41	.66	34
31 or more	2.94	.77	19	2.37	.40	20

The source table for the analyses of variance of mean scores on the Reading Comprehension subtest of the MAT for classes of different sizes and types is presented below in Table XIII-7.

Table XIII-7

Analysis of Variance: MAT Reading Comprehension Scores

Source	SS	df	MS	F
Class Size (A)	5.00	2	2.50	8.09 **
Class Type (B)	.88	1	.882	2.86
A x B	3.62	2	1.81	5.87**
Within	51.87	168	.31	

** $p < .01$

This analysis shows that children in larger classes performed significantly better on the Reading Comprehension subtest of the MAT than did children in smaller classes and that the scores on this subtest also differed as a function of the combined effects of class size and class type. Examination of Table XIII-6 reveals that children in those classes of 31 or more which had paraprofessional assistance did much better than did children in such classes with no paraprofessional assistance. The mean test scores in smaller classes were not positively affected by the assignment of paraprofessional help.

D. THIRD GRADE

An additional analysis was made of the test scores obtained by a group of pupils, presently in the third grade in the SECE Program, who had been in second grade classes in the same school. A total of 1047 such pupils in 11 schools were identified, and the progress shown by these students from the date of testing in second grade to the date of testing in third grade, a period of one year, was determined. The results are presented in Table XIII-8.

Table XIII-8

Mean Scores and Growth in Reading Shown by Pupils Presently Enrolled in Grade 3 in Sample Schools

School	N	Word Knowledge			Reading Comprehension		
		Grade 2	Grade 3	Mean Gain	Grade 2	Grade 3	Mean Gain
A	60	2.37	3.19	0.82	2.79	3.24	0.45
B	110	2.56	3.79	1.23	2.63	3.05	0.42
C	73	2.60	3.82	1.22	2.61	3.32	0.71
D	108	3.07	4.02	0.95	3.02	3.72	0.70
E	82	3.12	5.11	1.99	3.27	3.47	0.20
F	116	2.51	2.84	0.33	2.29	2.74	0.45
G	138	3.61	4.22	0.61	3.13	3.96	0.83
H	127	3.23	4.05	0.82	2.76	3.54	0.78
I	84	2.50	2.70	0.20	2.80	2.80	0.00
J	69	2.70	3.63	0.93	2.83	3.59	0.76
K	80	2.10	2.70	0.60	2.20	2.40	0.20
Total	1047	2.83	3.69	0.86	2.77	3.29	0.52

For the groups as a whole, the growth shown was 8.6 months in Word Knowledge and 5.2 months in Reading Comprehension. These findings, of course, are disappointing.

It should be noted that a new edition of the Metropolitan Achievement Test was used during the current year. Lack of familiarity with the instructions, difficulties with format, etc., may have led to generally disappointing results in this test, as well as others reported elsewhere in New York City following the 1971 city-wide test administration. It may be that schools in which growth lagged had particular problems with the administration of a new edition of this standardized test.

In all but two of the 11 schools, growth in Word Knowledge proved to be equal to, or greater than, growth in Comprehension. One possible factor leading to such a pattern of performance might be overemphasis on mechanics of reading. This possible overemphasis has already been considered, it will be remembered, in discussion of the reports made by the observers of classroom activities, and of the evaluations made by school principals and assistant principals.

E. FOURTH GRADE

A further analysis was made on the scores of pupils presently in fourth grade, who had participated in the Program in second grade, were still in attendance in the same schools, and for whom test scores were available for each of the past three year. A total of 376 such pupils, attending 5 schools were identified. Table XIII-9 presents the mean second, third, and fourth grade scores of these pupils, the growth achieved between second and third grade, between third and fourth grade, and the net growth between second and fourth grade.

Table XIII-9

Mean Scores and Gains on MAT Reading Subtests

of Pupils Presently in Fourth Grade

		Mean Scores			Gain Scores		
School	**N**	**Grade 2-3**	**Grade 3-4**	**Grade 2-4**	**Grade 2-3**	**Grade 3-4**	**Grade 2-4**
				Word Knowledge			
A	101	2.42	3.18	4.07	0.76	0.89	1.65
B	54	2.76	3.48	4.05	0.72	0.57	1.35
C	85	3.55	5.36	4.45	1.81	-0.91	0.90
D	83	2.87	4.58	4.54	1.71	-0.04	1.67
E	53	2.43	3.56	3.83	1.13	-0.27	0.86
Total	376	2.83	4.08	4.22	1.25	0.14	1.11
				Reading Comprehension			
A	101	2.61	3.31	3.93	0.70	0.62	1.32
B	54	2.54	3.37	3.77	0.83	0.40	1.23
C	85	3.22	4.06	4.62	0.84	0.56	1.40
D	83	2.83	3.69	4.66	0.86	0.97	1.83
E	53	2.49	3.58	4.17	1.09	0.59	1.68
Total	376	2.77	3.61	4.26	0.84	0.65	1.49

These analyses reveal that, while this sample of children made large gains in Word Knowledge between second and third grade, and scored well above grade level in three of the five schools on the MAT administered in third grade, little or no gain was registered by children in these schools in fourth grade. Since it is highly unlikely that a group of children enrolled in several classes actually regress as much as a year in reading ability, it must be suggested that factors in the conduct of the testing program itself influenced these scores unduly. Such artificial factors as the presence of a large number of test scores at the extremes of the

normative distributions which may be unreliable or the administration of succeeding editions of tests which are not comparable may have contributed to the obtained results.

On the other hand, it may be that the slower, more steady progress of the children on the Reading Comprehension subtest may well be the result of firm groundwork laid down during the children's earlier years in the ECE Program and built upon during the middle grades. The gains in this area were larger and the fourth grade scores higher in Comprehension than in Word Knowledge.

The results of these analyses, however, were quite discouraging. The mean scores of these children were about 5 months below grade level. These children must be considered a relatively "stable" group, having attended one school for second, third and fourth grade. The mean scores, and reading growth of their peers, who may have transferred from one school to another several times, should be studied to determine whether they are indeed lower than those of the more stable group.

F. CORRELATIONAL DATA

In order to find some answers to questions regarding the relationships between the children's test scores and various factors in the SECE Program, a series of correlations were computed. The mean scores on each subtest of the MAT administered to those second grade classes which had been visited by an observer were correlated with the following factors:

1. Class Register
2. Years of Teacher Experience
3. No. of Hours of Paraprofessional Assistance
4. No. of Hours of Ratio Teacher Assistance
5. Mean Observer Ratings on a scale of 23 items for reading or language arts lessons observed.

6. Mean Observer Ratings on a scale of 23 items for other lessons observed
7. Mean Observer Ratings on a scale of 24 items on an overall appraisal of classroom functioning
8. Average Attendance (in Percentage)

The correlations between each of these factors and the mean test scores for each of 85 classes are presented in Table XIII-10.

Table XIII-10

Correlations Between MAT Subtests

and Other Factors in SECE Program

	WK	Reading
Class Register	.38*	.34*
Years of Teacher Experience	.09	.06
Number of Paraprofessional Hours	.04	.03
Number of Ratio Teacher Hours	.16	.06
Observation Rating Scale - Reading and L.A.	.12	.06
Observation Rating Scale	.13	.08
Overall Appraisal Scale	.08	.08
Average Attendance (in Percentage)	.40*	.38*

* significant at .01 level

The only factors which proved to be significantly correlated with the mean test scores was the size of the class, (this relationship is further explored in another section), and the average percentage of children attending.

Information was also obtained from the sample of teachers responding to questionnaires and interviews regarding the number of children in their classes who show evidence of a need for special help in speech, language, health care or guidance. Each of these factors, converted into a percentage of the children on register in each of 79 classes, was correlated with the mean test scores for each class. Table XIII-11 presents these correlations.

Table XIII-11

Correlations Between Percentage of Children With Special Needs and Mean MAT Test Scores (N=79)

Percentage of Children With Special Needs in:	Word Knowledge	Reading
Speech	-.30*	-.29*
Language	-.30*	-.28*
Health Care	-.27**	-.21
Guidance	-.37*	-.38*

* Significant at .01 level
** Significant at .05 level

The mean class test scores (N=79) were also found to correlate with the percentage of children enrolled in the free lunch program (with Word Knowledge, r = -.31; with Reading, r = -.39), with the percentage of children who entered the class since the beginning of the year (with Word Knowledge, r = -.30; with Reading, r = -.39) and with the percentage of children who had left the class (with Word Knowledge, r = -.29, with Reading, r = -.29).

These negative correlations between mean reading achievement and the percentage of the class receiving free lunch, and between reading achievement and the two latter measures, which are indications of pupil mobility, demonstrate that these factors are inversely related; the larger the number of pupils receiving free lunch, or entering or leaving the class, the lower the mean test scores of that class are likely to be. This finding should not be interpreted as prognostic for individual children, however.

CHAPTER XIV

ATTAINMENT OF PROGRAM OBJECTIVES: COGNITIVE SKILLS AND ABILITIES

Among the objectives of the SECE program were those of providing, at each child's level, opportunities to discover, explore, and to learn to understand aspects of his environment. The skills of observation, discovery, exploration, and experimentation were to be developed. In order to determine the extent to which these skills of conceptualization were developed, a series of questions were answered by each of the group of teachers responding to questionnaires and interviews. Each teacher was asked to indicate her present class register and the number of children presently in her class who were able to demonstrate satisfactory performance in each of several conceptual skill areas.

For each of these abilities, the total number of children at each grade level whom teachers considered able to perform was converted into a percentage of the total number of children at that grade level.

It was striking to note that very few teachers seemed to employ a "response set" when providing ratings. Each item seemed to have been considered individually, and the numbers of children who were reported to possess the listed skills varied considerably within each class. The large numbers of strikeovers and corrected estimates also showed that teachers gave a great deal of attention and concern to providing these responses.

The percentages of pupils reported by their teachers as able to demonstrate performance on each of the selected cognitive skills are presented in Table XIV-1.

Table XIV-1

Percentage of Pupils Reported to Possess Selected Cognitive Abilities

Percentage of children who can:	Kindergarten (N=182)	Grade 1 (N=183)	Grade 2 (N=199)
1. Make accurate observations of physical phenomena	71.9	81.3	81.6
2. Describe physical phenomena accurately	59.9	71.9	73.7
3. Classify physical properties of phenomena accurately	53.3	66.9	69.1
4. Demonstrate how something works	51.6	60.3	65.0
5. Explain why something works	41.9	50.5	54.7
6. Recall the sequence of an event	55.5	69.9	72.3
7. Offer an explanation of an event	50.3	62.7	65.3
8. Anticipate the outcome of an event	52.9	63.4	63.6
9. Ask questions which show insight into a problem	40.4	46.1	48.7
10. Suggest ways of finding answers to a question	38.7	45.2	49.3
11. Volunteer alternative answers to a question which has no single right answer	42.3	48.5	53.1
12. Give reasons why one answer might be more plausible than another	34.6	43.6	43.9
13. Support opinion with facts or illustrations from experience	32.0	40.4	44.4
14. Experiment purposively with physical and creative materials	54.5	54.6	52.9
15. Appear to enjoy individual or group problem solving processes	59.1	62.7	63.2

The criteria for successful attainment of program objectives in regard to these cognitive abilities was that 75 per cent of the pupils would have achieved these skills. This criterion was met only in regard to the percentage of children who were considered able to make accurate observations of physical properties; approximately 81 per cent of first and second grade children were perceived as having this ability. In regard to the other skills, far less than 75 per cent of the children were considered able to perform the cognitive tasks involved at any grade level.

As expected, the proportion of children who were able to show capabilities in these areas increased between kindergarten, first, and second grade. It must be remembered, however, that teachers at each grade level had a different frame of reference and set of expectancies which influenced their estimates. At each grade level, while the children's skills may be increasing steadily, the expectations of the teachers also rise, as they should. Therefore, a direct increase over the grade levels may not be a direct indication of progress; absence of increase in proportion of children rated as capable over the grades may not be indicative of lack of progress on the part of the children.

Since the development of these skills were important goals of the ECE Program, and fewer than 75 per cent of the children, even in second grade had achieved them, the Program must be said to have failed in this regard.

One must note, in particular, the fact that the percentage of children who are seen to have attained these abilities did not rise to any great extent in second grade, and, in the case of one item,"purposeful experimentation with physical and creative materials," the percentage decreased in second grade. As noted elsewhere, observers recorded a greater incidence of experimentation in first grade classes than in those on the second grade level.

Consideration of these and other findings must lead to the possibility that these skills are not being taught to any great degree in Early Childhood classes. Although all but a few teachers provided apparently well thought-out ratings of the children's abilities, one second grade male teacher declined to respond, stating "I should be able to do this, but I guess I don't really know the children well enough."

One ECE Coordinator commented, in regard to the program as a whole, "I think the program should have established goals and the communication of these objectives should be discussed and provision made for exchange of ideas for their fuller accomplishment."

It is apparent that these specific goals of the SECE Program have not been emphasized to any great extent, as have those in regard to the goals in reading. It is apparent that all the goals of the Program might well be enhanced if greater attention is paid to these cognitive skills. This might be most successfully accomplished within the framework of subject matter areas such as science, mathematics, social studies, etc. These areas, it had been noted in the evaluation of the SECE Program last year, had been somewhat neglected; it may be that the possibilities for the development of these cognitive skills within these areas are still not perceived by many classroom teachers, and learning situations overlooked. With well-planned learning experiences and opportunities for practice, children should be able to master these abilities, in regard to concrete physical phenomena, in the early grades.

On the other hand, it may be that the criteria set as indicative of program effectiveness - 75 per cent of the pupils would have achieved these skills - were unreasonable, particularly in the light of the fact that the children involved were drawn from poverty area schools. However, even when 50 per cent of the children is set as a criterion of effectiveness, this lower level is not attained in 6 of the 15 cognitive skills in kindergarten, in 5 of the 15 in first grade, and in 4 in second grade. Even this marked reduction in standards does not give rise to a more favorable picture of program effectiveness; one would still be forced to conclude that the program had not been effective in this area.

1. Correlation Data

Correlation between 79 mean class test scores and the percentage of children in the class reported by teachers to possess selected cognitive abilities were also computed. Table XIV-2 presents these data.

Table XIV-2

Correlations Between Mean MAT Subtest Scores and Percentage of Children with Selected Cognitive Abilities (N=79)

Percentage of children who can:	Word Knowledge	Reading
1. Make accurate observations	.29	.26
2. Describe physical phenomena	.31	.26
3. Classify physical properties of phenomena	.39	.34
4. Demonstrate how something works	.32	.27
5. Explain why something works	.38	.33
6. Recall the sequence of an event	.50	.55
7. Offer an explanation of an event	.44	.48
8. Anticipate the outcome of an event	.21*	.25
9. Ask questions which show insight	.48	.49
10. Suggest ways of finding answers	.50	.53
11. Volunteer alternative answers	.41	.43
12. Give reasons why one answer might be most plausible	.33	.36
13. Support opinion with facts or illustrations	.42	.43
14. Experiment purposively	.29	.34
15. Enjoy problem-solving processes	.37	.42

* not significant

All but one of these correlation coefficients proved to be significantly different from zero at the .05 or .01 level, indicating that the relationship between the cognitive ability involved and score on the MAT could not be attributed to chance. Few of these relationships, however, could be considered as indicative of a substantial association between the two variables studied. It is of interest to note, however, that the cognitive abilities showing the highest relationship to test scores included "recalling the sequence of an event," "suggesting ways of finding an answer," "offering explanations of an event," and "asking questions which show insight into a problem." Development of the first three of these abilities are stressed in any reading program, and in the formulation of a test designed to measure reading achievement; it is not surprising, then, that such a relatively high relationship was noted.

Again, it would appear that major stress is being placed upon the reading process in these classes, and that development of cognitive skills other than those involved in reading are somewhat neglected.

CHAPTER XV

ATTAINMENT OF PROGRAM OBJECTIVES: PUPIL ATTITUDES TOWARD SELF AND SCHOOL

In order to determine whether the children's sense of self worth and internalized code of behavior had been strengthened, a scale designed to elicit teacher ratings of pupil attitudes toward self and school was employed. Each teacher who responded to questionnaires or interviews was asked to rate the fifth boy and the third girl on her register on each of the 20 items on the scale, in regard to his or her attitudes at the beginning of the school year and at the end of the school year. A scale from zero to 10, with zero the lowest rating, 10 the highest rating, and 5 representing an average rating was used.

Data regarding the attitudes of 386 kindergarten children, 435 children in grade 1 and 382 children in grade 2 were analyzed. Ratings of 0-3 were categorized as "low," 4-6 as "moderate," and 7-10 as "high" ratings on the attitude measure. Percentages of children assigned low, moderate or high ratings at each grade level at the beginning and end of the year were computed. Tables XV-1, XV-2, and XV-3 present this data.

Table XV-1

Teacher Ratings of Pupil Attitudes Toward Self and School: Kindergarten

	Start of Year			End of Year		
Item	Low	Moderate	High	Low	Moderate	High
Attitudes Toward Self						
Happy and relaxed	31.6	50.3	18.1	2.6	24.5	72.9
Tries new things	30.4	45.2	24.5	4.2	27.6	68.2
Works independently	30.5	48.0	21.6	4.7	31.3	64.0
Gets along with classmates	22.1	41.2	36.7	3.4	28.8	67.9
Confident in abilities	34.8	41.2	24.0	4.4	32.1	63.5
Care of dress and appearance	6.7	31.5	61.7	2.6	26.4	71.0
Takes pride in work	19.1	42.9	38.0	2.3	24.9	72.8
Friendly and outgoing	28.8	39.1	32.1	5.2	28.8	66.1
Reacts well to frustration	29.7	48.2	22.1	6.8	43.1	50.1
Leadership qualities	37.4	45.5	17.1	18.1	41.7	40.2
Attitudes Toward School						
Cooperates in working	25.5	43.0	31.5	6.2	31.2	62.6
Accepts criticism	20.2	48.2	31.5	2.3	35.8	61.9
Completes assignments	21.2	44.1	34.7	4.9	29.1	66.0
Attends regularly	10.8	29.6	59.6	4.9	23.9	71.2
Controls behavior	21.3	39.6	39.1	4.7	31.9	63.5
Courteous toward others	11.0	35.2	53.8	2.3	26.0	71.7
Adjusts to limitations	19.2	45.8	35.0	3.4	32.7	63.9
Attentive to class activities	18.6	44.5	36.9	4.1	26.9	68.9
Gains satisfaction from work	17.2	45.7	37.1	1.6	24.7	73.8
Participates in class activities	21.8	43.3	34.9	4.9	23.1	71.9

Table XV-2

Teacher Ratings of Pupil Attitudes Toward Self and School:

First Grade

	Start of Year			End of Year		
Item	Low	Moderate	High	Low	Moderate	High
Attitudes Toward Self						
Happy and relaxed	29.0	45.2	25.8	4.4	27.9	67.7
Tries new things	28.1	44.5	27.4	4.6	32.6	62.8
Works independently	40.2	38.5	21.3	10.6	34.8	54.6
Gets along with classmates	16.7	43.7	39.7	3.9	32.0	64.1
Confident in abilities	37.7	35.4	26.9	7.6	33.6	58.8
Care of dress and appearance	12.9	31.5	55.6	6.7	29.7	63.7
Takes pride in work	25.0	42.5	32.5	6.5	28.4	65.1
Friendly and outgoing	26.3	36.9	36.9	4.6	32.4	63.0
Reacts well to frustration	30.7	42.9	26.4	11.3	42.9	45.9
Leadership qualities	38.4	40.1	21.5	20.5	43.8	35.7
Attitudes Toward School						
Cooperates in working	22.8	40.7	36.5	8.0	33.3	58.6
Accepts criticism	17.5	44.6	38.0	4.1	27.9	68.0
Completes assignments	27.3	28.5	44.2	8.3	25.6	66.1
Attends regularly	13.4	19.8	66.8	9.4	17.0	73.6
Controls behavior	22.4	32.1	45.5	8.1	29.6	62.3
Courteous toward others	14.2	30.7	55.2	5.5	24.7	69.7
Adjusts to limitations	17.7	42.1	40.2	6.7	33.4	59.9
Attentive to class activities	24.5	36.2	39.3	6.5	30.4	63.1
Gains satisfaction from work	21.9	39.2	38.9	5.5	22.4	72.1
Participates in class activities	25.2	36.6	38.2	7.4	24.0	68.6

Table XV-3

Teacher Ratings of Pupil Attitudes Toward Self and School: Second Grade

Item	Start of Year			End of Year		
	Low	Moderate	High	Low	Moderate	High
Attitudes Toward Self						
Happy and relaxed	30.1	45.4	24.5	5.8	33.5	60.7
Tries new things	27.8	49.6	22.6	7.1	38.6	54.3
Works independently	35.8	40.4	23.7	10.7	35.3	54.9
Gets along with classmates	19.7	39.9	40.4	8.1	32.5	59.8
Confident in abilities	34.6	42.2	23.2	11.0	35.9	53.1
Care of dress and appearance	11.6	31.5	56.9	7.1	30.2	62.7
Takes pride in work	22.4	44.9	32.7	8.7	32.0	59.3
Friendly and outgoing	23.5	44.2	32.3	8.9	33.4	57.6
Reacts well to frustration	31.5	45.4	23.1	16.8	43.4	39.7
Leadership qualities	37.8	43.8	18.4	23.9	45.7	30.4
Attitudes Toward School						
Cooperates in working	19.8	45.8	34.4	10.5	34.3	55.2
Accepts criticism	18.1	32.2	42.4	5.5	34.3	58.9
Completes assignments	25.4	32.2	42.4	9.4	27.6	63.0
Attends regularly	8.1	24.7	67.2	4.2	21.1	74.7
Controls behavior	21.1	34.1	44.9	11.1	30.3	58.6
Courteous toward others	13.2	31.4	55.4	7.9	25.7	66.4
Adjusts to limitations	21.1	36.8	42.2	13.4	31.0	55.6
Attentive to class activities	24.1	38.1	37.8	9.4	34.0	56.5
Gains satisfaction from work	19.8	42.9	37.2	6.6	31.1	62.4
Participates in class activities	22.6	42.1	35.3	8.7	31.4	59.9

Chi square analyses of each item revealed significant differences in the distribution of ratings between the beginning and end of the school year at each grade level. A greater number of children were given "low" ratings at the beginning of the year than at the end of the year; more children were assigned "high" ratings at the end of the year than at the beginning. Satisfactory progress, then, may be said to have occurred in these attitudinal areas over the course of the current school year, as judged by teachers.

Since 75 per cent or more of the participating pupils were rated as having moderately or highly positive attitudes toward self and school, the criteria for successful attainment of the objectives of the SECE Program in regard to children's sense of self-worth and attitudes toward educational tasks may be said to have been attained for the current school year.

Further examination of this attitudinal data, however, revealed an interesting phenomenon. With a few exceptions, the distribution of low, moderate, and high "start of year" ratings assigned by teachers on each grade level were quite similar, whereas the end of year ratings on all but two items demonstrated a consistently downward trend in attitudes toward self and school on the part of children from kindergarten through first and second grade. These ratings would seem to indicate that fewer children maintain highly positive attitudes toward themselves and toward school, and more children develop negative attitudes, as revealed in outward behavior and rated by teachers, as they progress through the early grades. While it is very likely that the measure used is, at least in part, a measure of teacher satisfaction or frustration with the fruits of her year's labor, other data collected does, indeed, also reveal that the SECE Program was more effective in kindergarten and first grade than in second grade, and that these differences in program effectiveness reveal themselves on this indirect attitudinal measure.

Tables XV-4 and XV-5 present these comparative data.

Table XV-4

End of Year Teacher Ratings of Pupil Attitudes Toward Self, in Percentages, by Grade

		Categorized Ratings Assigned by Teacher		
Item	Grade	Low	Moderate	High
Seems happy and relaxed	K	2.6	24.5	72.9
	1	4.4	27.9	67.7
	2	5.8	33.5	60.7
Likes to try new things	K	4.2	27.6	68.2
	1	4.6	32.6	62.8
	2	7.1	38.6	54.3
Works independently without undue attention	K	4.7	31.3	64.0
	1	10.6	34.8	54.6
	2	10.7	35.3	54.9
Gets along with classmates	K	3.4	28.8	67.9
	1	3.9	32.0	64.1
	2	8.1	32.5	59.8
Seems confident in abilities	K	4.4	32.1	63.5
	1	7.6	33.6	58.8
	2	11.0	35.9	53.1
Takes good care of dress and appearance	K	2.6	26.4	71.0
	1	6.7	29.7	63.7
	2	7.1	30.2	62.7
Takes pride in work	K	2.3	24.9	72.8
	1	6.5	28.4	65.1
	2	8.7	32.0	59.3
Acts friendly and outgoing	K	5.2	28.8	66.1
	1	4.6	32.4	63.0
	2	8.9	33.4	57.6
Reacts well to frustration	K	6.8	43.1	50.1
	1	11.3	42.9	45.9
	2	16.8	43.4	39.7
Shows leadership qualities	K	18.1	41.7	40.2
	1	20.5	43.8	35.7
	2	23.9	45.7	30.4

Table XV-5

End of Year Teacher Ratings of Pupil Attitudes Toward School, in Percentages, by Grade

		Categorized Ratings Assigned by Teachers		
Item	Grade	Low	Moderate	High
Cooperates in working	K	6.2	31.2	62.6
	1	8.0	33.3	58.6
	2	10.5	34.3	55.3
Accepts criticism	K	2.3	35.8	61.9
	1	4.1	27.9	68.0
	2	5.5	35.5	58.9
Completes assignments	K	4.9	29.1	66.0
	1	8.3	25.6	66.1
	2	9.4	27.6	63.0
Attends regularly	K	4.9	23.9	71.2
	1	9.4	17.0	73.6
	2	4.2	21.1	74.7
Controls inappropriate behavior	K	4.7	31.9	63.5
	1	8.1	29.6	62.3
	2	11.1	30.3	58.6
Courteous toward teachers and classmates	K	2.3	26.0	71.7
	1	5.5	24.7	69.7
	2	7.9	25.7	66.4
Adjusts comfortably to limitations on behavior	K	3.4	32.7	63.9
	1	6.7	33.4	59.9
	2	13.4	31.0	55.6
Pays attention to class activities	K	4.1	26.9	68.9
	1	6.5	30.4	63.1
	2	9.4	34.0	56.5
Appears to gain satisfaction from his work	K	1.6	24.7	73.8
	1	5.5	22.4	72.1
	2	6.6	31.1	62.4
Participates in class activities	K	4.9	23.1	71.9
	1	7.4	24.0	68.6
	2	8.7	31.4	59.9

CHAPTER XVI

RECOMMENDATIONS

In the opinion of the evaluation team, the program to Strengthen Early Childhood Education in Poverty Area Schools should be recycled. This recommendation, however, does not mean that the program, taken as a whole, is free from weaknesses. For the most part, the program has had very positive effects; in some respects, however, the effectiveness of existing practices may be questioned. The discussion that follows is directed to a consideration of selected aspects of the total program, and to the development of a series of recommendations which, it is felt, will serve to improve the existing program.

1. Program Organization

At the present time, the SECE Program operates, in large measure, on a decentralized basis. The individual District superintendents are given considerable leeway in organizing classes and assigning personnel within the general guidelines established by the Central Board of Education. The approach to be used in the coming year, it appears, will give the individual Districts even more authority, in that the decision to recycle the program will rest with the District rather than the Central Board of Education.

The members of the evaluation team feel that failure to recycle this program in any District in which it is currently operative would constitute a major error in evaluating program priorities. The SECE Program has amply demonstrated its contribution, and merits recycling.

The members of the evaluation team feel, however, that this process of decentralization should be extended still further, and that the individual school be given considerably more freedom to organize classes and assign personnel in accordance with its needs, as determined by its own administrators and staff. At present, the District office can and, at times, does control the organization of the ECE classes in a given school by virtue of its control of personnel; in many instances, principals felt that a more viable pattern of organization might have been developed had they been given more freedom to organize their ECE classes.

While it appears that a smaller number of paired classes were organized during the 1970-1971 school year than during 1969-1970, it is highly likely that even fewer paired classes would have been established had the individual schools been given greater freedom in class organization. In many instances, this approach to reducing class size or pupil-teacher ratios proved to be ineffective. Teachers, in some cases, found that conflict developed when two persons of equivalent authority shared a room; equal division of responsibilities created many difficulties; children, at times, found the situation confusing. Perhaps most damaging was the need to supervise extremely large groups when one teacher was out of the room for a preparation period, for lunch, or for some other reason. Many teachers reported that, in effect, they taught a class of 40 children for almost half the day, when assigned as a paired teacher.

The observers would hesitate to recommend the abolition of paired classes in every instance; in some schools, the paired class was a highly successful entity; they would recommend, however, that the individual school be given greater latitude in determining whether it should organize paired classes, in meeting the standard of 40 per cent of classes at a maximun level of 15 in grade 1 or 20 in grade 2.

It was estimated, in the course of this evaluation, that fully one-fourth of all first grade children in the Program had not been previously enrolled in kindergarten. While no direct evidence is available concerning the effect of this lack of previous school experience upon performance in the first and second grade, many teachers commented on the difficulties these children faced in competing with their peers. Unfortunately, many parents, particularly in poverty areas, apparently feel that the kindergarten has little to offer their children; on the other hand, in some instances, the school, because of lack of space, cannot organize as many kindergarten classes as are needed to serve the community. While it is true that only nine of the principals of participating schools indicated that they had not been able to organize as many kindergarten groups as they felt were needed, one wonders what an examination of kindergarten waiting lists would reveal, or what a kindergarten registration drive might accomplish.

One other concept in the total organizational structure of the SECE Program needs considerable clarification - the "ratio" or "cluster" teachers. In many of the individual schools, the classroom teacher was completely unfamiliar with these terms, and often used them interchangeably with such terms as "quota" teacher, "above quota" teacher, "absence" teacher, or "prep period" teacher. In other schools, where the meaning of ratio teacher was clear, their use in the classroom left much to be desired. The ratio teacher, in many instances, tended to be used as a replacement for the classroom teacher during lunch, "prep" periods, administrative assignments, and the like. It was unusual to find the ratio or cluster teacher being used as a member of a team that was charged with responsibility for the activities of a group of children.

Recommendations

a. Extend decentralization of the SECE Program from the local school district to the individual school, by permitting the school greater leeway in organization of SECE classes and assignment of personnel, in accordance with the needs of the school.

b. In organizing ECE programs in individual schools, the inclusion of paired classes within the total organizational structure should be approached with caution; a decision to organize such classes should be based upon the combined judgment of the administrative and teaching staff of the school, and should not be mandated by the local school district.

c. Every effort should be made to insure that as many children as possible are enrolled in kindergarten classes. This implies, of course, that the number of kindergarten classes organized in a given school will permit and encourage the enrollment of all eligible children in the community.

d. Individual school principals should make the role of each staff member within the ECE program clear to all other staff members; in particular, the duties and functions of the "ratio" teacher must be clarified, and a program in which the ratio teacher is utilized as a team member, rather than as a replacement, must be developed.

2. The Kindergarten Program

Of all the aspects of the kindergarten programs observed, instruction in content areas, such as mathematics, science, etc., were observed less frequently and rated less highly than any other aspect of the Program. It would appear that opportunities to achieve the objectives of the SECE Program in language and concept development were lost in the failure to organize well structured programs in content areas, which would provide experiences upon which language learnings are built and reinforced. There are a wealth of materials available for concept development in these areas for young children; it might be of value to utilize the ratio or cluster teacher as a resource person in these content areas. This approach might well serve the dual purpose of increasing the effectiveness of the ratio teacher and of reducing what to many teachers was the present overemphasis on reading and reading readiness activity on the kindergarten level.

The general failure of the Program to achieve its objectives in the development of cognitive skills also appears to be related to the general stress that was placed upon development of skills related to the reading process. Again, the development of such cognitive abilities might be most successfully accomplished within the framework of the content areas. At the present time, few learning experiences for kindergarten children are organized in such areas.

Play and learning, for children of kindergarten age, generally merge, particularly if the child has the opportunity to plan his activities. Although the play activities in which the children participating in the SECE Program engaged were generally rated as excellent, the ratings of the observers indicate that opportunities for planning were rarely provided. The picture presented by the observer is one in which the teacher is firmly in command of the selection and planning of activities in which the children engaged, and that, for the most part, the children were directed to quiet play and language development activities. Although the children engaged in conversation with the teacher, the paraprofessional, and with each other freely and without restraint, structured situations, in which language was developed around a common experience, were not encountered frequently. The ratings assigned by the observers indicate that the teachers' and other adults' use of experiences to develop observation and verbalization was less than "good." The development of structured and sequential experiences that combine play and learning in content areas might well benefit the program on the kindergarten level. The activities described in existing Bulletins prepared by the Bureau of Curriculum Research, if implemented, would go far to improving the effectiveness of the Program on this level.

Turning from the instructional aspects of the Program to an administrative consideration, it had been expected that a larger proportion of non-English speaking children would be found in kindergarten classes, and decreasing proportions in first and second grade. On the whole, such a gradual decrease was noted. This data does not mean that the problem of the non-English speaking child disappears as the children advance through the grades. In the current year's sample, more than one-fourth of entering kindergarten children were considered non-English speaking; the proportion of non-English speaking children in first grade was lower, by almost two percentage points, than that in kindergarten, but still encompassed more than one-fourth of the first grade children on register! In one-fourth of the schools with a population including non-English speaking children, the proportion of children learning English as a second language actually increased between kindergarten and first grade. As noted above, this reflects the failure of some parents to enroll their children in kindergarten and the failure of some schools to organize enough kindergarten classes to meet the needs of the community. Yet, even with the best of intentions, the SECE Program cannot provide for children who do not attend.

Admittedly, the problem of non-enrollment is not an easy one for the school to solve. In view of the pressing nature of the problem, however, the schools must take every step they can to insure that as many children who are eligible for kindergarten as possible are permitted to register. This would entail the elimination of waiting lists for enrollment in kindergarten in all poverty area schools.

It may be possible, too, to enlist parents in a program designed to stimulate enrollment and regular attendance. The school's parent involvement program might include such activity as a segment; certainly the services of family assistants, if available, might be utilized to this end. Where possible, special provisions might be made for children whose parents must leave for work at unusual hours; some schools already have special arrangements for the care of children before of after the kindergarten session. Flexibility in scheduling is to be encouraged, as is parent involvement in child care ventures.

Recommendations

a. Modification of the existing emphasis in current kindergarten programs, to include:
    (1) Reduction of emphasis on reading readiness and/or reading activities, to be replaced by
    (2) Greater emphasis on structured and sequential activities in content areas
    (3) Greater stress upon the development of cognitive skills and abilities in areas not directly related to reading
b. Exploration of the use of ratio teachers as resource personnel in content areas
c. Greater implementation of existing curriculum bulletins applicable to ECE classes
d. Elimination of waiting lists for admission to kindergarten in poverty area schools
e. Exploration of the use of family assistants and of parents in a program designed to improve kindergarten enrollment

f. Permit wide measure of flexibility in organizing time schedules of kindergarten classes to permit increased registration.

3. The Program in the First and Second Grades

To some extent, observations of the program as it was developed in the first and second grades led to much the same conclusion as observation of the kindergarten program - the teachers tended to function less adequately in the content areas, such as social studies, mathematics, and science. Here, too, the major emphasis on reading achievement seemed to have been achieved at the expense of other areas of learning. Recommendations on this level, then, would be much like those presented for the kindergarten level.

It was quite evident to the observers that the overall quality of teaching on the first grade level was somewhat below that noted in kindergarten classes, and the quality of teaching in second grade was below that in first grade. In particular, grouping for instructional purposes was far from common. For the most part, total group instruction was the prevailing approach. The indications are, then, that a large proportion of the teachers are in need of furthering training in some areas - in providing for individual differences, in drawing on the experiences of children in lesson presentation, in providing for follow-up activities, in integration of curriculum areas in instruction.

A definitive judgment of the relative effectiveness of various types of class organization (paired teachers, single teachers with paraprofessionals, single teachers with paraprofessionals) cannot be made on the basis of the data available. The available data do indicate, however, that there are many advantages that accrue when first and second grade teachers are afforded the services of a paraprofessional, and that many difficulties accompany the organization of paired classes. Again, the indications are that the practice of organizing paired classes should be examined very critically by school administrators and staff before a final decision is made to utilize this pattern of organization.

Recommendations

a. Modify existing emphasis in first and second grade programs, to include:
    (1) Reduction of emphasis on the mechanics of reading
    (2) Greater emphasis on structured and sequential activities in content areas
    (3) Greater stress on development of cognitive skills and abilities in areas not related to reading.

b. Explore the use of ratio teachers as resource personnel in content areas.

c. Provide for greater implementation of curriculum bulletins dealing with ECE classes.

d. Provide a comprehensive program of teacher training on the first and second grade levels. One element of this program should be directed to training of first grade teachers to work with children without previous experience in school.

e. Undertake a very critical examination of prior experience with paired classes prior to establishing class organization for the coming school year.

4. Training Programs

In general, training programs for personnel associated with the SECE program tended to be poor. Indeed, in many schools, training programs for teachers and paraprofessionals were non-existent, in spite of the school principals' assurance that they were. In some cases, newly-appointed teachers were unaware that they were participating in a training program - it is not surprising that they failed to consider the monthly conference a training session, as did so many principals.

Most of the training received by paraprofessionals was direct on-the-job training, given by the teacher in the classroom. Many of the paraprofessionals, too, were enrolled in the Career Ladder Program. This entailed release from their classroom duties and, in some instances, gave rise to resentment on the part of teachers.

The complete lack of training programs in virtually one-fourth of the schools, and the weaknesses noted in such programs as were in existence, leads to the following recommendations:

Recommendations

a. Organize effective training programs in all schools for teachers and paraprofessionals participating in the SECE Program.
b. Budgetary allotment should be made available for the services of a teacher trainer, who would work with the principal and with the assistant principal in charge of ECE classes to formulate a program designed to meet the needs of the participants.
c. Instruct classroom teachers as to their role in paraprofessional training.

5. The Role of the School ECE Coordinator

In the early stages of the SECE Program, the position of school ECE Coordinator was mandated, and provision for such a position was made in determining the organization of the ECE program in each school. In the 1970-1971 school year, provision of such a position was permissive, and many districts (and/or schools) elected to organize without providing for an ECE coordinator.

In the opinion of the evaluation team, the failure to mandate assignment of an ECE coordinator in every school participating in the Program was an error. The services of the ECE coordinator, particularly within the areas of teacher training and dissemination of materials were seen as extremely valuable by teachers, administrators, and observers.

The statement of one principal concerning the services of the ECE coordinator is of interest:

"With the assistance of the ECE Coordinator, the program now has leadership and direction. We now have programs that are novel and enviable. There is better screening of slower and brighter children, more and better materials, and a wonderfully close working relationship in our lower grades. There is more parent interest and involvement in the early grades than ever before. All of this is directly traceable to our ECE coordinator."

Recommendations

a. Mandate the establishment of a position for an ECE coordinator in every school participating in the SECE Program.

b. The duties of the ECE coordinator should include a large measure of teacher training. (If an ECE coordinator is assigned, the services of the teacher trainer referred to in the previous section need not be provided.)

6. The Role of the Paraprofessional

The fact that the paraprofessionals' perceptions of their role, their relationship with the teacher, and the problems encountered in the classroom do not differ substantially from the perceptions of professional personnel is important in the light of the role of the paraprofessional as "liaison" between school and community. Not only are the paraprofessionals in a position to interpret the needs of the community to the teacher, but they may become effective change agents within the community with their experience and familiarity with school procedures and problems behind them. The school cannot perform miracles; its effectiveness relies greatly upon the quality of care the children receive within the community. The paraprofessionals, with increasing insight into school and community, increasing experience and respect from the community may well cause important changes which will result in more effective education for the children.

The presence of a familiar, motherly figure in the classroom who respects the teacher and yet works well with her may have subtle, beneficial effects on the children's attitudes toward school and themselves.

In all respects, through individualized and small group teaching in the instructional program, in relieving the teacher of non-teaching routines, in serving as liaison between school and community, and as a model for the children's development of positive self-attitudes and attitudes toward school, the position of the paraprofessional in the SECE Program was judged to be highly worthwhile, and the paraprofessionals holding these positions were considered as a group, to be highly effective.

Recommendations

a. The practice of assigning paraprofessionals to all kindergarten classes should be continued.

b. The assignment of paraprofessionals to all classes in the SECE Program is recommended.

7. Parent Involvement Programs

The failure to develop an effective program of parent involvement was a major weakness of the SECE Program. The "special" activities described by principals were generally far from special, and were school-wide in nature, and not directed specifically to parents of children in ECE classes. To such parents, participation in a meeting discussing requirements for transfer to a junior high school may seem impersonal, artificial, and far removed from the needs of their children. Judging from teacher responses to interviews and questionnaires, programs centered around each individual class, under the direction of the teacher, would have been much more effective as a means of encouraging positive parent involvement.

Class visits by parents, followed by a social gathering or a more formal workshop session, were reported as an effective device for enlisting parental involvement; the experience of planning and preparing for the occasion may benefit the children directly. Perhaps the best program of parent involvement is an "open door policy." As one teacher stated, "the parents of my children know that they can visit at any time - our door is always open for them;" or again, "these are 'my' children - and 'my' parents; they are both always welcome in 'my' class."

This stress upon the role of the individual classroom teacher in building relationships with parents should not be construed to mean that formal programs of parent involvement should be curtailed or dropped. To be sure, many teachers were unaware that a program of parent involvement had been undertaken in their schools. This simply means that there is great need for the involvement of all ECE teachers in programs specifically designed to meet the needs of parents of children enrolled in ECE classes.

Involvement of teachers, however, cannot be accomplished by fiat. Many teachers are not yet ready for working in the area of parent and community relations. Teachers, no matter how experienced, may well benefit from training in encouraging parent contact and participation, in referring parents for services, in responding to criticism raised by parents, and in utilizing paraprofessional assistance most effectively in these respects.

Recommendations

a. Programs of parental involvement should be established in those schools in which they do not exist.

b. Existing programs of parental involvement should be strengthened, and efforts should be made to enlist the participation of all ECE teachers in these programs.

c. A training program in the area of parent and community relations should be organized for teachers.

d. The concept of the "open door" should be stressed in all programs seeking to foster parental involvement in ECE activities.

8. Programs for Non-English Speaking Children

One of the major problems of the SECE Program, as reported by paraprofessionals (including many non-Spanish paraprofessionals) was that of meeting the needs of the non-English speaking child. The numbers of such children in poverty area schools was large, approximating 25 per cent of the pupil population in SECE classrooms.

In each of the schools for which information was available, non-English speaking children received some special attention to help them learn English. For the most part, this took the form of small group instruction by an NE coordinator or TESL. Principals generally felt, in evaluating this type of approach to meeting the needs of the children, that the services of the NE coordinators were excellent, but that the quantity of such services available to their schools was far from sufficient. As a consequence, there was a tendency to concentrate such services as were available in the upper grades, where the problem was more acute. In some schools, an attempt was made to compensate for this lack of trained personnel by placing non-English speaking children in classrooms where the services of a bilingual paraprofessional were available. This, of course, did not constitute a solution to the problem; these bilingual paraprofessionals generally had no training for the task of working with the non-English speaking child. As a matter of fact, none of the descriptions of programs for training of teachers and of paraprofessionals in the SECE Program that were available made any reference to a consideration of methods and materials for teaching non-English speaking children.

Recommendation

a. In order to supplement the limited available services of NE Coordinators and Teachers of English as a Second Language, it is recommended that training programs for teachers and paraprofessionals assigned to ECE classes include an introduction to methods and materials for teaching English as a Second Language.

APPENDIX A

STAFF PARTICIPATING IN EVALUATION PROGRAM

Director: Joseph Justman
Director, Institute for Research and Evaluation
Fordham University

Research Associate: Wendy Oxman
Institute for Research and Evaluation

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Shirly H. Flint, Associate Professor, Lehman College

Esther B. Gitler, Teacher N.Y.C. Schools, Retired

Carolyn N. Hedley, Assistant Professor, Fordham University

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Ronald Manyin, Lecturer, Hunter College

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Graduate Assistants: Roselle Acerno
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Scott Gilbert
Jacqueline Himmel
Laura Morra
Paul Mottola

Secretary: Diane Piro

QUESTIONNAIRES USED IN THE EVALUATION OF STRENGTHENING EARLY CHILDHOOD EDUCATION IN POVERTY AREA SCHOOLS PROGRAM

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
INSTITUTE FOR RESEARCH AND EVALUATION

ECE QUESTIONNAIRE - ELEMENTARY SCHOOL PRINCIPALS

School______________________ District___ Principal__________

A. TRAINING AND EXPERIENCE

1. Undergraduate: College____________ Degree_______ Year_______

2. Graduate: College______________ Degree_______ Year_______

Total Number of Graduate Credits____

3. Years of experience as principal, prior to current year:_________

4. Years of experience in this school, prior to current year:________

5. Years of experience as AP:__________

6. Years of experience as elementary school teacher (Kg - 6):________

7. Years of experience as Early Childhood Education teacher:_________

B. PROGRAM ORGANIZATION

1. Were you able to assign a teacher as an ECE Coordinator in your school?

Yes____ No____

2. If "yes," has the assignment of a coordinator made it possible for your primary assistant principal to function more effectively? (Check one):

____a. Effectiveness markedly increased

____b. Effectiveness moderately increased

____c. Effectiveness much the same

____d. Effectiveness moderately reduced

____e. Effectiveness markedly reduced

3. Please rate the effectiveness of your primary assistant principal and of your coordinator (if any) in furthering the objectives of the ECE program in your school (Check one):

A.P.	Coordinator
_____a. Excellent	_____a. Excellent
_____b. Good	_____b. Good
_____c. Fair	_____c. Fair
_____d. Poor	_____d. Poor
_____e. Very Poor	_____e. Very Poor
_____f. I don't know	_____f. I don't know

4. Did your district organize an orientation or training program directed specifically to ECE teachers during the current school year?

_____Yes _____No _____I don't know

5. If "yes," please rate the effectiveness of this training program (check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

6. Did your school organize an orientation or training program directed specifically to ECE teachers during the current school year?

_____Yes _____No

If "yes," please describe the nature of the program:

7. Please rate the effectiveness of this training program (check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

8. Did your district organize a training or orientation program directed specifically to educational assistants assigned to early childhood classes during the current school year?

Yes_____ No_____ I don't know_____

9. If "yes," please rate the effectiveness of this training program (check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

10. Did your school organize a training or orientation program for educational assistants assigned to early childhood classes during the current school year, other than the program (if any) organized by the District?

Yes_____ No_____

If "yes," please describe the nature of the program:

11. Please rate the effectiveness of this training program (Check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

12. Did your school organize a program to foster the greater involvement of parents in the early childhood program?

Yes_____ No_____

If "yes," please describe the nature of the program:

13. Please rate the effectiveness of this program of parent involvement (Check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

14. Has your school organized a Prekindergarten Program?

Yes____ No_____

15. If "yes," please indicate in what respects the Prekindergarten program has affected the ECE Program in your school:

16. Approximately what proportion of the first grade children in your school have not had previous kindergarten experience?

_____%

17. What special provisions, if any, are made for these children?

18. Some principals have reported that the need to organize classes with small registers on the first and second grade levels has made it necessary for them to limit the number of kindergarten classes that they could organize. Have you had a similar problem?

Yes_____ No_____

Please comment:

C. PROGRAM EFFECTIVENESS

1. Considering each grade separately, what aspects of the ECE program have shown the most improvement in your school? (Number the list below, using 1 to show the greatest improvement, etc.)

	Kg	Grade 1	Grade 2
a. General academic progress of children			
b. Social behavior of children			
c. Relationship between school and parents			
d. Instructional techniques of teachers			
e. Teachers' control of class			
f. Materials of instruction used			
g. Individualization of instruction			
h. Creative expression of children			
i. Progress in reading			
j. Other (Specify)____________________			
k. ____________________			

P-5; AP-6; DS-5; SC-6; CT-5

2. In what aspects of the program have the ratio teachers and paraprofessional been most helpful? (Check five for each group):

	Ratio Teachers	Paraprofessionals
a. Participation in planning		
b. Teaching entire class groups		
c. Assisting in large group activities		
d. Presenting lessons in special content areas		
e. Working with small groups		
f. Working with individual pupils		
g. Orienting new teachers		
h. Helping children to work and play harmoniously		
i. Serving as source of affection and comfort to children		
j. Working with N-E Children		
k. Relieving teachers of routines (Milk, snack, etc.)		
l. Keeping records		
m. Preparing instructional materials		
n. Controlling behavior of children		
o. Taking care of supplies and equipment		
p. Substituting for absent teachers		
q. Translating foreign language		
r. Making home visits		
s. Holding conferences with parents		
t. Arranging or participating in workshops for parents		
u. Effecting liaison with community agencies		
v. Other (Specify)________________		
w. ________________________________		

P-6; AP-7; DS-6; SC-7

3. Of the following, check all of the items that have presented significant problems in the organization and implementation of the ECE Program in your school during the course of the year.

	Kg	Grade 1	Grade 2
a. Classroom and other space			
b. Class size			
c. Materials, including audiovisual			
d. Parent relations			
e. Community relations			
f. Staff relationships			
g. Teacher Training (methods)			
h. Teacher Training (management, discipline)			
i. Overemphasis on reading			
j. Underemphasis on reading			
k. Teacher turnover (transfers, leaves, etc.)			
l. Pupil mobility (transfers)			
m. Assignment of ratio teachers			
n. Training of paraprofessionals			
o. Other (Specify)______________________			
p.______________________________			

4. What has been the effect of the total Strengthened ECE Program upon the Kindergarten, Grade 1, and Grade 2 programs in your school? (Check one in each column):

Effect	Kindergarten	Grade 1	Grade 2
a. Strongly positive			
b. Somewhat positive			
c. Neutral			
d. Somewhat negative			
e. Strongly negative			
f. I don't know			

P-7; AP-8; DS-7; SC-8

5. What one element do you think has contributed most to the ECE Program? (Check one):

______________a. Reduced class size

______________b. Assignment of ratio and/or cluster teachers

______________c. Enthusiasm of teachers and other staff members

______________d. Help of paraprofessionals

______________e. More and better materials

______________f. Involvement of parents

______________g. Assignment of ECE Coordinator

______________h. Other (Specify)____________________________________

6. Please give any additional comments that you feel may help the survey team evaluate the Program to Strengthen Early Childhood Education. (Use reverse side, if necessary)

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
INSTITUTE FOR RESEARCH AND EVALUATION

ECE QUESTIONNAIRE - ELEMENTARY SCHOOL ASSISTANT PRINCIPALS

School________________ District___ Ass't Principal_______________ Sex__

A. TRAINING AND EXPERIENCE

1. Undergraduate: College____________________ Degree____ Year______

2. Graduate: College__________________________ Degree____ Year______

Total Number of Graduate Credits __________

3. Years of experience as AP prior to current year:_______

4. Years of experience as AP in this school, prior to current year:_____

5. Years of experience as elementary school teacher (Kg-6):___________

6. Years of experience as Early Childhood Education Teacher:___________

B. SCHOOL ORGANIZATION

1. How many staff positions in your school are currently allotted to Kg., Grade 1 and Grade 2?

	Kg	Grade 1	Grade 2
a. Paired teachers			
b. Single teachers			
c. Other teachers (Ratio, cluster, etc. List by type of position)			
___________________________________			
___________________________________			
___________________________________			
d. Paraprofessionals			
e. NE Coordinator			
f. TESL			
g. Guidance Counselor			
h. Other (Specify):_________________			

2. Approximate per cent of children who are rated C-F on the Scale for Rating Pupil Ability to Speak English enrolled in:

Kindergarten____ Grade 1____ Grade 2____

3. Is any special provision made for teaching English to these children?

Yes____ No____

If "yes," please describe:

4. Did your school organize an orientation or training program specifically directed to ECE teachers during the current school year?

Yes____ No____

If "yes," please describe the nature of the program:

5. Please rate the effectiveness of this training program (Check one):

____a. Excellent
____b. Good
____c. Fair
____d. Poor
____e. Very Poor
____f. I don't know

6. Did your school organize a training or orientation program for educational assistants assigned to early childhood classes during the current school year?

Yes____ No____

If "yes," please describe the nature of the program:

7. Please rate the effectiveness of this training program (Check one):

____a. Excellent
____b. Good
____c. Fair
____d. Poor
____e. Very Poor
____f. I don't know

AP 3

8. Did your school organize a program to foster the greater involvement of parents in the early childhood program during the current school year?

Yes_____ No_____

If "yes," please describe the nature of the program:

9. Please rate the effectiveness of this program of parent involvement (Check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

10. Was a teacher assigned as an ECE Coordinator in your school?

Yes_____ No_____

11. If "yes," how has the assignment of a coordinator affected your work load? (Check one):

_____a. Much heavier
_____b. Somewhat heavier
_____c. The Same
_____d. Somewhat lighter
_____e. Much lighter
_____f. I don't know

12. Has your role and that of the coordinator been clearly differentiated?

_____Yes _____No

If "no," please indicate areas of conflict or overlapping:

AP 4

13. Please indicate whether any of the following techniques of grouping pupils were used in organizing first and second grade classes in your school. (Check as many as apply in each column).

	Grade 1	Grade 2
Homogeneous grouping (reading ability)		
Homogeneous grouping (NE Children)		
Homogeneous grouping (adjustment)		
Homogeneous grouping (age)		
Heterogeneous grouping		
Other (Specify):____________________		

C. INSTRUCTIONAL EFFECTIVENESS

1. In general, how would you characterize the instructional effectiveness of the teachers assigned to kindergarten classes? (Check one for each category present in your school):

	Very Good	Good	Fair	Poor	Very Poor
a. ECE Coordinator					
b. Paired teachers					
c. Single teachers					
d. Ratio and cluster teachers					
e. Paraprofessionals					
f. Student teachers					
g. Other (Specify):____________					
________________________					

2. In general, how would you characterize the instructional effectiveness of teachers assigned to first grade classes in your school?

	Very Good	Good	Fair	Poor	Very Poor
a. ECE Coordinator					
b. Paired teachers					
c. Single teachers					
d. Cluster and ratio teachers					
e. Paraprofessionals					
f. Student teachers					
g. Other (Specify):____________					
________________________					

3. In general, how would you characterize the instructional effectiveness of teachers assigned to second grade classes in your school?

	Very Good	Good	Fair	Poor	Very Poor
a. ECE Coordinator					
b. Paired teachers					
c. Single teachers					
d. Ratio and cluster teachers					
e. Paraprofessionals					
f. Student teachers					
g. Other (Specify): ____________					
____________________					

D. PROGRAM EFFECTIVENESS

1. Considering each grade separately, what aspects of the ECE Program have shown the most improvement in your school? Number the list below, using 1 to show the greatest improvement, etc.

	Kg	Grade 1	Grade 2
a. General academic progress of children			
b. Social behavior of children			
c. Relationship between school and parents			
d. Instructional techniques of teachers			
e. Teachers' control of class			
f. Materials of instruction used			
g. Individualization of instruction			
h. Creative expression of children (Art, music, dance)			
i. Progress in reading			
j. Other (Specify) ____________			
k. ____________________			

P-5; AP-6; DS-5; SC-6; CT-5

2. In what aspects of the program have the ratio teachers and paraprofessionals been most helpful? (Check five for each group):

	Ratio Teachers	Paraprofessionals
a. Participation in planning		
b. Teaching entire class groups		
c. Assisting in large group activities		
d. Presenting lessons in special content areas		
e. Working with small groups		
f. Working with individual pupils		
g. Orienting new teachers		
h. Helping children to work and play harmoniously		
i. Serving as source of affection and comfort to children		
j. Working with N-E children		
k. Relieving teachers of routines (milk, snack, etc.)		
l. Keeping records		
m. Preparing instructional materials		
n. Controlling behavior of children		
o. Taking care of supplies and equipment		
p. Substituting for absent teachers		
q. Translating foreign language		
r. Making home visits		
s. Holding conferences with parents		
t. Arranging or participating in workshops for parents		
u. Effecting liaison with community agencies		
v. Other (specify)____________		
w. ____________		

P-6; AP-7; DS-6; SC-7

3. Of the following, check all of the items that have presented significant problems in the organization and implementation of the ECE program in your school during the course of the year.

	Kg.	Grade 1	Grade 2
a. Classroom and other space			
b. Class size			
c. Materials, including audiovisual			
d. Parent relations			
e. Community relations			
f. Staff relationships			
g. Teacher Training (methods)			
h. Teacher Training (management, discipline)			
i. Overemphasis on reading			
J. Underemphasis on reading			
k. Teacher turnover (transfers, leaves, etc.)			
l. Pupil mobility (transfers)			
m. Training of paraprofessionals			
n. Assignment of ratio teachers			
o. Other (specify)________________			
p. ________________			

4. What has been the effect of the total Strengthened ECE Program upon the Kindergarten, Grade 1, and Grade 2 programs in your school? (Check one in each column):

Effect	Kindergarten	Grade 1	Grade 2
a. Strongly positive			
b. Somewhat positive			
c. Neutral			
d. Somewhat negative			
e. Strongly negative			
f. I don't know			

P-7; AP-8; DS-7; SC-8

5. What one element do you think has contributed most to the ECE Program? (Check one):

__________ A. Reduced class size

__________ B. Assignment of ratio and/or cluster teachers

__________ C. Enthusiasm of teachers and other staff members

__________ D. Help of paraprofessionals

__________ E. More and better materials

__________ F. Involvement of parents

__________ G. Assignment of ECE coordinator

__________ H. Other (specify) ______________________________

6. Please give any additional comments that you feel may help the survey team evaluate the Program to Strengthen Early Childhood Education. (Use reverse side, if necessary.)

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
INSTITUTE FOR RESEARCH AND EVALUATION

QUESTIONNAIRE - SCHOOL ECE COORDINATOR

School________________________ District_____ Name______________ Sex__

A. TRAINING AND EXPERIENCE

1. Undergraduate: College_________________________ Degree_____ Year__

2. Graduate: College______________________________ Degree_____ Year__

Total Number of Graduate Credits_______________

3. Years of teaching experience, prior to current year:

Kg - Gr. 2_________ Gr. 3 - 6__________ Secondary________________

4. Years at this school:__________________

5. Years as School ECE Coordinator:_________

B. YOUR ROLE AS ECE COORDINATOR

1. Were you involved in planning for the Early Childhood Program for the current year in your school?

Yes________ No________

If "yes," what was the nature of your participation in the planning phase? (Check those activities in which you engaged)

_____a. Organizing workshops for early childhood teachers
_____b. Organizing workshops for paraprofessionals
_____c. Consulting with district early childhood coordinators
_____d. Consulting with early childhood classroom teachers
_____e. Consulting with early childhood ratio teachers
_____f. Consulting with paraprofessionals
_____g. Consulting with school principal on teacher needs, class organization, etc.
_____h. Preparing written guides for utilization of space and materials
_____i. Determining school needs for personnel, materials, space, etc.
_____j. Organizing workshops for parents
_____k. Other (Please specify)_____________________________________

2. What proportion of your time has been devoted to the various early childhood education programs in your school during the current academic year?

	Program	Time
a.	Prekindergarten	_________%
b.	Kindergarten	_________%
c.	Grade 1	_________%
d.	Grade 2	_________%

3. What proportion of your time has been devoted to school activities not related to early childhood education during the current academic year?

___________%

4. Did your district organize a training program for teachers who would serve as school ECE coordinators during the current school year?

Yes_________ No_________

If "yes," please describe the nature of the program:

5. Did you participate in this program?

Yes_____ No_____

6. Please rate the effectiveness of this training program (Check one):

_____ a. Excellent

_____ b. Good

_____ c. Fair

_____ d. Poor

_____ e. Very Poor

_____ f. I don't know

7. Did your school organize a training or orientation program for early childhood teachers during the current school year?

Yes______ No______

If "yes," please describe the nature of the program:

8. If "yes," please rate the effectiveness of this training program for teachers (Check one):

_____ a. Excellent
_____ b. Good
_____ c. Fair
_____ d. Poor
_____ e. Very Poor
_____ f. I don't know

9. How many hours per week did you spend in this training program with:

Kindergarten teachers ____________
First Grade teachers ____________
Second Grade teachers ____________
Total ____________

10. What other personnel helped you with organizing this training program? (Check and indicate nature of help):

_____ Principal How?______________________________
_____ AP How?______________________________
_____ ECE District Supervisor How?______________________________
_____ Other (Specify) How?______________________________
_____ ______________________ How?______________________________

11. How many hours per week do you spend in teaching classes?________

12. What is your teaching role (what classes do you teach? How often? etc.)

13. How many hours per week, on the average, do you spend in teacher training? ____________

Number this list in order of amount of time spent, using 1 for the greatest amount of time and 6 for the least amount of time:

____a. Training groups of teachers
____b. Training individual teachers
____c. Giving demonstration lessons
____d. Helping teachers with learning problems of individual children
____e. Helping teachers with behavior problems of individual children
____f. Other (Specify)______________________________
____g. ______________________________

14. How many hours per week, on the average, do you spend in administration? ____________

Number this list in order of amount of time spent, using 1 for the greatest amount of time:

____a. Organizing classes
____b. Ordering books and equipment
____c. Assigning personnel (include paraprofessionals and student teachers)
____d. Writing reports
____e. Assigning use of classrooms and other space
____f. Scheduling and arranging trips
____g. Other (Specify)______________________________
____h. ______________________________

15. How many hours per week, on the average, do you spend in evaluation?_____

Number this list in order of amount of time spent, using 1 for the greatest amount of time:

____a. Studying records of children
____b. Grouping or regrouping pupils
____c. Preparing teachers for test administration
____d. Giving tests
____e. Constructing tests
____f. Other (Specify)______________________________
____g. ______________________________

SC 5

16. How many hours per week, on the average, do you spend in conferences with supervisors and other school personnel, exclusive of teachers and paraprofessionals?____________________

Number this list in terms of frequency of contact, using 1 for the greatest number of contacts:

____a. Principal
____b. AP's
____c. District ECE Coordinator
____d. Guidance Counselor
____e. NE Coordinator
____f. School Nurse, Doctor
____g. School Secretaries
____h. Other (specify)____

17. How many hours per week, on the average, do you spend in working with parents?_________________________

Number this list in terms of amount of time spent with parents, using 1 for the greatest amount of time:

____a. Interpreting school program
____b. Conferences about individual pupil
____c. Relationship between parent and teacher
____d. Other (Specify)____________________________________
____e. ____

D. PROGRAM EFFECTIVENESS

1. Considering each grade separately, what aspects of the program have shown the most improvement in your school? Number the list below, using 1 to show the greatest improvement, etc.

	Kg	Grade 1	Grade 2
a. General academic progress of children			
b. Social behavior of children			
c. Relationship between school and parents			
d. Instructional techniques of teachers			
e. Teachers' control of class			
f. Materials of instruction used			
g. Individualization of instruction			
h. Creative expression of children (art, music, dance)			
i. Progress in reading			
j. Other (Specify)______________________________			
k. ____			

P-5; AP-6; DS-5; SC-6; CT-5

2. In what aspects of the program have the ratio teachers and paraprofessional been most helpful? (Check five for each group):

	Ratio Teachers	Paraprofessionals
a. Participation in planning		
b. Teaching entire class groups		
c. Assisting in large group activities		
d. Presenting lessons in special content areas		
e. Working with small groups		
f. Working with individual pupils		
g. Orienting new teachers		
h. Helping children to work and play harmoniously		
i. Serving as source of affection and comfort to children		
j. Working with N-E children		
k. Relieving teachers of routines (Milk, snack, etc.)		
l. Keeping records		
m. Preparing instructional materials		
n. Controlling behavior of children		
o. Taking care of supplies and equipment		
p. Substituting for absent teachers		
q. Translating foreign language		
r. Making home visits		
s. Holding conferences with parents		
t. Arranging or participating in workshops for parents		
u. Effecting liaison with community agencies		
v. Other (specify)____________		
w. ____________		

P-6; AP-7; DS-6; SC-7

3. Of the following, check all of the items that have presented significant problems in the organization and implementation of the ECE program in your school during the course of the year.

	Kg	Grade 1	Grade 2
a. Classroom and other space			
b. Class size			
c. Materials, including audiovisual			
d. Parent relations			
e. Community relations			
f. Staff relationships			
g. Teacher Training (methods)			
h. Teacher Training (Management, discipline)			
i. Overemphasis on reading			
j. Underemphasis on reading			
k. Teacher turnover (transfers, leaves, etc.)			
l. Pupil mobility (transfers)			
m. Training of paraprofessionals			
n. Assignment of ratio teachers			
o. Other (specify)____________________			
p. ____________________________			

4. What has been the effect of the total Strengthened ECE Program upon the Kindergarten, Grade 1 and Grade 2 programs in your school? (Check one in each column):

Effect	Kindergarten	Grade 1	Grade 2
a. Strongly positive			
b. Somewhat positive			
c. Neutral			
d. Somewhat negative			
e. Strongly negative			
f. I don't know			

P-7; AP-8; DS-7; SC-8

5. What one element do you think has contributed most to the ECE Program? (Check one):

__________a. Reduced class size

__________b. Assignment of ratio and/or cluster teachers

__________c. Enthusiasm of teachers and other staff members

__________d. Help of paraprofessionals

__________e. More and better materials

__________f. Involvement of parents

__________g. Assignment of ECE coordinator

__________h. Other (Specify)______________________________

6. Please give any additional comments that you feel may help the survey team evaluate the Program to Strengthen Early Childhood Education. (Use reverse side, if necessary)

FORDHAM UNIVERSITY
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INSTITUTE FOR RESEARCH AND EVALUATION

QUESTIONNAIRE - ECE CLASSROOM TEACHERS

School______________________District___ Teacher______________ Sex___

Class____________ Type (Check): Paired________ Single______ Other____

Register__________ Paraprofessional Assigned (Check): Yes______ No______

License now serving under:___________________ Regular_________Sub.______

A. TRAINING AND EXPERIENCE

1. Undergraduate: College____________________ Degree_________ Year___

2. Graduate: College________________________ Degree_________ Year___

Total Number of Graduate Credits ______________

3. Years of teaching experience, prior to current year:________

4. Years of teaching experience in this school prior to this year:______

5. Years of experience as Early Childhood Education teacher (Kg -2):____

B. PROGRAM ORGANIZATION

1. Did your school organize an orientation or training program for ECE teachers during the current school year?

Yes_______ No__________ I don't know_______

Did you participate in this training program? Yes______ No________

If "yes," please rate the effectiveness of this training program (check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

2. Did your school organize a training or orientation program for paraprofessionals assigned to early childhood classes during the current school year?

Yes______ No______ I don't know_____

If "yes," please rate the effectiveness of this training program (check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

3. Did your school organize a program to encourage greater involvement of parents in the early childhood program during the current school year?

Yes________ No______ I don't know_______

If "yes," please rate the effectiveness of this program of parent involvement (Check one):

_____a. Excellent
_____b. Good
_____c. Fair
_____d. Poor
_____e. Very Poor
_____f. I don't know

NOTE: The following questions refer to the special program to Strenghten Early Childhood Education in Poverty Area Schools. Under this program, the pupil-teacher ratio in ECE Classes was reduced, and paraprofessionals were assigned to ECE classes.

4. How would you characterize the effect the ECE Program in your school has had on the learning of the pupils in your class, in general?(Check one):

Very Good______ Good _____ Fair______ No Effect_____ Negative Effect ______

Please comment:

5. How would you characterize the effect the ECE Program in your school has had on the behavior of the pupils in your class, in general? (Check one):

Very Good	Good	Fair	No Effect	Negative Effect
_____	_____	_____	_____	_____

Please comment:

6. How would you characterize the effect the ECE Program in your school has had on the reading readiness and/or reading achievement of the pupils in your class, in general? (Check one):

Very Good	Good	Fair	No Effect	Negative Effect
_____	_____	_____	_____	_____

To what aspects of the program do you describe this effect?

7. If you shared a classroom with another teacher, please describe the ways in which you shared the responsibility for instruction, etc.

What were the major problems that arose as a result of sharing a room? (Consider class size, scheduling, storage, use of materials, grouping, etc.) Please describe:

8. If a paraprofessional was assigned to your classroom, please indicate the number of hours of service per week: __________ hours

9. If a ratio teacher was assigned to your classroom, please indicate the number of hours of service per week: ______________ hours

CT 4

10. How would you rate the books, audiovisual aids, and other materials and equipment you have had to work with this year?

	Very Good	Good	Fair	Poor	Very Poor
a. Sufficiency of material	____	____	____	____	____
b. Quality of material	____	____	____	____	____
c. Variety of material	____	____	____	____	____
d. Challenge to pupil	____	____	____	____	____
e. Helpfulness in fostering langauge development	____	____	____	____	____
f. Helpfulness in fostering group play, interaction	____	____	____	____	____
g. Helpfulness in fostering muscular coordination	____	____	____	____	____
h. Helpfulness in fostering positive self concept	____	____	____	____	____
i. Other (Specify)______________	____	____	____	____	____
______________________________	____	____	____	____	____

11. Do you think that the Program has had any effect on the relationship of parents and the community with you as a teacher?

Yes____ No____ Not Sure____

Please comment:

12. All things considered, what has been the effect of the total ECE Program upon your class? (Check one):

____a. Strongly positive
____b. Somewhat positive
____c. Neutral
____d. Somewhat negative
____e. Strongly negative
____f. I don't know

P-5; AP-6; DS-5; SC-6; CT-5

2. In what aspects of the program have the ratio teachers and paraprofessional been most helpful? (Check five for each group):

	Ratio Teachers	Paraprofessionals
a. Participation in planning		
b. Teaching entire class groups		
c. Assisting in large group activities		
d. Presenting lessons in special content areas		
e. Working with small groups		
f. Working with individual pupils		
g. Orienting new teachers		
h. Helping children to work and play harmoniously		
i. Serving as source of affection and comfort to children		
j. Working with N-E children		
k. Relieving teachers of routines (Milk, snack, etc.)		
l. Keeping records		
m. Preparing instructional materials		
n. Controlling behavior of children		
o. Taking care of supplies and equipment		
p. Substituting for absent teachers		
q. Translating foreign language		
r. Making home visits		
s. Holding conferences with parents		
t. Arranging or participating in workshops for parents		
u. Effecting liaison with community agencies		
v. Other (Specify)________________		
w. ________________		

13. What one element do you think has contributed most to the program? (Check one):

____a. Reduced class size
____b. Assignment of ratio teachers, cluster teachers
____c. Enthusiasm of teachers and other staff members
____d. Help of paraprofessionals
____e. More and better materials
____f. Involvement of parents
____g. Assignment of ECE Coordinator
____h. Other (Specify)________________________________

14. Of the following, check all of the items that have presented significant problems in the organization and implementation of the program in your class during the course of the year:

____a. Use of classroom and other space
____b. Class size
____c. Materials, including audiovisual
____d. Parent relations
____e. Relationships between staff members
____f. Discipline of children
____g. Overemphasis on reading
____h. Underemphasis on reading
____i. Individualization of instruction
____j. Pupil mobility (transfers)
____k. Training of Paraprofessionals
____l. Assignment of ratio teachers
____m. Other (Specify)________________________________

15. Do you think the program should be continued next year?

Yes_____ No_____

If the program is continued next year, what recommendations would you make for changes in the way the program is carried out?

16. Please give any additional comments that you feel may help the survey team evaluate the Program to Strengthen Early Childhood Education. (Use reverse side of page, if necessary)

FORDHAM UNIVERSITY
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SCALE FOR RATING PUPIL ATTITUDES TO SELF AND SCHOOL

Pupil's Name____________________ Class______ School__________

Directions: Please rate the boy whose name appears third on your class register, first in terms of his attitude at the beginning of the present school year, and then in terms of his present attitudes. Use a scale running from 0, the lowest rating, to 10, the highest rating, with 5 representing an average rating.

START OF YEAR		NOW
____	1. Seems happy and relaxed	1.___
____	2. Likes to try new things	2.___
____	3. Works independently without needing undue attention	3.___
____	4. Gets along well with classmates	4.___
____	5. Seems to feel confident in his abilities	5.___
____	6. Takes good care of dress and appearance	6.___
____	7. Appears to take pride in his work	7.___
____	8. Acts friendly and outgoing	8.___
____	9. Reacts well to frustration	9.___
____	10. Shows leadership qualities	10.___
____	11. Cooperates with teachers and pupils in working on class problems or projects	11.___
____	12. Accepts teacher assistance and criticism	12.___
____	13. Completes classwork and homework assignments, if any	13.___
____	14. Attends school regularly, without excessive absence	14.___
____	15. Controls inappropriate behavior	15.___
____	16. Shows courtesy toward teachers and other adults, classmates	16.___
____	17. Adjusts comfortably to limitations on his behavior	17.___
____	18. Pays attention to classroom activities	18.___
____	19. Appears to gain satisfaction from his work	19.___
____	20. Participates enthusiastically in class activities	20.___

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
INSTITUTE FOR RESEARCH AND EVALUATION

SCALE FOR RATING PUPIL ATTITUDES TO SELF AND SCHOOL

Pupil's Name______________________ Class_____ School_______________

Directions: Please rate the girl whose name appears fifth on your class register, first in terms of her attitude at the beginning of the present school year, and then in terms of her present attitudes. Use a scale running from 0, the lowest rating, to 10, the highest rating, with 5 representing an average rating.

Start of Year — Now

_____1. Seems happy and relaxed 1.___

_____2. Likes to try new things 2.___

_____3. Works independently without needing undue attention 3.___

_____4. Gets along well with classmates 4.___

_____5. Seems to feel confident in his abilities 5.___

_____6. Takes good care of dress and appearance 6.___

_____7. Appears to take pride in his work 7.___

_____8. Acts friendly and outgoing 8.___

_____9. Reacts well to frustration 9.___

____10. Shows leadership qualities 10.___

____11. Cooperates with teachers and pupils in working on class problems or projects 11.___

____12. Accepts teacher assistance and criticism 12.___

____13. Completes classwork and homework assignments, if any 13.___

____14. Attends school regularly, without excessive absence 14.___

____15. Controls inappropriate behavior 15.___

____16. Shows courtesy toward teachers and other adults,classmates 16.___

____17. Adjusts comfortably to limitations on his behavior 17.___

____18. Pays attention to classroom activities 18.___

____19. Appears to gain satisfaction from his work 19.___

____20. Participates enthusiastically in class activities 20.___

FORDHAM UNIVERSITY
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QUESTIONNAIRE - ECE RATIO OR CLUSTER TEACHERS

School__________ District____ Teacher__________ Sex___

License now serving under:__________ Regular____ Sub.___

A. TRAINING AND EXPERIENCE

1. Undergraduate: College__________ Degree_____ Year___
2. Graduate: College__________ Degree_____ Year___

Total Number of Graduate Credits ______

3. Years of teaching experience, prior to current year:______
4. Years of teaching experience in this school prior to this year:____
5. Years of experience as Early Childhood Education teacher (Kg-2):____

B. PROGRAM ORGANIZATION

1. Please identify the specific classes in which you work on a regular basis during the course of a week, the number of hours per wekk that you spend in class, and the nature of the work that you do in each class:

Class	Hrs. per wk.	Nature of Work

Please comment:

2. To what teaching activities are you regularly assigned when you are not serving in these classes?

Teaching Activity	Hours per Week

3. To what non-teaching activities are you regularly assigned when you are not serving in these classes?

Non-Teaching Activity	Hours per Week

4. At times, you may have been relieved of your regular assignments to undertake special responsibilities, such as substituting for an absent teacher, taking children on a trip, working in the office, etc. Please indicate the nature of such special responsibilities, and the approximate number of times you have served in this fashion during the course of this school year:

Responsibility	No. of Times

5. To what extent were you called upon to participate in planning of learning activities for the children in the classes in which you served? (Check One)

Always______ Usually______ Occasionally______ Seldom______ Never______

6. Did your school organize an orientation or training program for ECE teachers during the current school year?

Yes____ No____ I don't know____

Did you participate in this training program? Yes____ No____

If "yes," please rate the effectiveness of this training program (check one):

____ a. Excellent	____ d. Poor
____ b. Good	____ e. Very Poor
____ c. Fair	____ f. I don't know

C. PROGRAM EFFECTIVENESS

Note: The following questions refer to the special program to Strengthen Early Childhood Education in Poverty Area Schools. Under this program, the pupil-teacher ratio in ECE classes was reduced, and paraprofessionals were assigned to ECE classes.

1. In general, how would you characterize the effect the ECE Program in your school has had on the learning of the pupils in the classes in which you serve? (Check one):

Very Good____ Good____ Fair____ No Effect____ Negative Effect ____

Please comment:

2. In general, how would you characterize the effect the ECE Program in your school has had on the behavior of the pupils in the classes in which you serve? (Check one):

Very Good____ Good____ Fair____ No Effect____ Negative Effect ____

Please comment:

3. In general, how would you characterize the effect the ECE Program in your school has had on the reading readiness and/or reading achievement of the pupils in the classes in which you serve? (Check one):

Very Good	Good	Fair	No Effect	Negative Effect
____	____	____	____	____

To what aspects of the program do you describe this effect?

4. What do you believe were the major contributions you were able to make to the growth of the ECE children with whom you worked?

5. What do you believe were the major problems that arose in your service as a ratio teacher? (Consider scheduling, availability of materials, storage, grouping of pupils, relationships with other teachers, etc.)

6. How would you rate the books, audiovisual aids, and other materials and equipment you have had to work with this year?

	Very Good	Good	Fair	Poor	Very Poor
a. Sufficiency of material	____	____	____	____	____
b. Quality of material	____	____	____	____	____
c. Variety of material	____	____	____	____	____
d. Challenge to pupil	____	____	____	____	____
e. Helpfulness in fostering language development	____	____	____	____	____
f. Helpfulness in fostering group play, interaction	____	____	____	____	____
g. Helpfulness in fostering muscular coordination	____	____	____	____	____
h. Helpfulness in fostering positive self concept	____	____	____	____	____
i. Other(Specify)________________	____	____	____	____	____
j. ____________________________	____	____	____	____	____

RT 5

7. If you have worked with paraprofessionals in any of your classes, please indicate in what aspects of the program you found the paraprofessionals to be most helpful. (Check five):

_____ a. Participation in planning

_____ b. Teaching entire class groups

_____ c. Assisting in large group activities

_____ d. Presenting lessons in special content areas

_____ e. Working with small groups

_____ f. Working with individual pupils

_____ g. Orienting new teachers

_____ h. Helping children to work and play harmoniously

_____ i. Serving as source of affection and comfort to children

_____ j. Working with N-E children

_____ k. Relieving teachers of routines (Milk, snack, etc.)

_____ l. Keeping records

_____ m. Preparing instructional materials

_____ n. Controlling behavior of children

_____ o. Taking care of supplies and equipment

_____ p. Substituting for absent teachers

_____ q. Translating foreign language

_____ r. Making home visits

_____ s. Holding conferences with parents

_____ t. Arranging or participating in workshops for parents

_____ u. Effecting liaison with community agencies

_____ v. Other (specify)_______

_____ w. _____________________

8. Do you think the program should be continued next year?

Yes__________ No__________

If the program is continued next year, what recommendations would you make for changes in the way the program is carried out?

9. Please give any additional comments that you feel may help the survey team evaluate the program to Strengthen Early Childhood Education. (Use reverse side of page, if necessary)

FORDHAM UNIVERSITY
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QUESTIONNAIRE - PARAPROFESSIONALS ASSIGNED TO ECE CLASSES

School__________________ District_____ Name_________________ Sex____

A. EDUCATION AND EXPERIENCE

1. How many years of school have you completed (Check one):

_____a. I completed elementary school
_____b. I completed one year of high school
_____c. I completed two years of high school
_____d. I completed three years of high school
_____e. I have a high school diploma
_____f. I have completed some college work
_____g. I have a degree from a two year college
_____h. I have a degree from a four year college

2. How many years of experience have you had as an educational assistant or a teacher aide, not counting this year? __________ Years

3. How many years of experience have you had in this school as an educational assistant or teacher aide? __________ Years

4. Do you have children attending this school? _____ Yes _____No

B. YOUR DUTIES

1. How many hours per week do you work in this school? __________Hours

2. What are your most important duties? (Give the number of hours per week you spend in each of the following activities):

_____a. Helping in kindergarten classes
_____b. Helping in first grade classes
_____c. Helping in second grade classes
_____d. Helping with school supplies, audiovisual equipment, etc.
_____e. Bus and Hall duty
_____f. Lunchroom duty
_____g. Collecting funds (milk, lunch, etc.)
_____h. Helping in school library
_____i. Helping with clerical work in school office
_____j. Assisting on trips
_____k. Other (Describe):____
_____l. ____

3. Were you assigned to helping in one class for most of the time?

_____Yes _____ No

If you answered "yes," please check the grade level of the class:

Kindergarten_____ Grade 1 _____ Grade 2 _____ Other_____

What type of class were you assigned to?

Class with one teacher _____ Paired class (Two teachers) _____

What were the most important ways in which you helped the teacher or teachers in the class? (List in order of importance):

a.______________________________
b.______________________________
c.______________________________
d.______________________________
e.______________________________

Do you think that the teacher felt that you helped her? Why?

C. WHAT YOU THINK ABOUT THE PROGRAM

1. What do you think have been the best things about the classroom in which you spent the most time this year?

2. What do you think have been the most important problems in the classroom in which you spent the most time?

3. What suggestions do you have for ways in which you could help in the classroom next year?

4. What suggestions do you have for improving the early childhood program in this school next year?

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OBSERVATION OF KINDERGARTEN CLASSES

Observer ____________________ Date ______ School ____________

Class ________ Register __________ Attendance ____ Note if AM, PM, All Day ________

Name of Teacher 1 __________ Name of Teacher 2 ____________ Check: Para ____ Student Teacher ____

Directions: Rate the following aspects of the class observed, using the following scale:

Almost Always - 5 - Excellent
Usually - 4 - Good
Occasionally - 3 - Fair
Seldom - 2 - Poor
Almost Never - 1 - Very Poor
Not Applicable - 0 - Not Applicable

A. NATURE OF PLAY EXPERIENCE AND ACTIVITIES

RATING

1. Children participate in planning play experiences with the opportunity for self-selection of activities .... ______
2. Children are free from strain, smile or laugh, chatter .... ______
3. Children are actively engaged in some satisfying activity . ______
4. Play materials in use suitable to age level of children ... ______
5. Play materials easily accessible and in good condition for use .... ______
6. Use of available play space .... ______

7. Play equipment in use (Check one space for each item):

Equipment designed to:	In Use	Available, Not in Use	Not Available
a. Stimulate large muscle activity (Climbing, lifting, pulling, pushing)	___	________	________
b. Promote cooperative play	___	________	________
c. Promote dramatic play	___	________	________
d. Stimulate expression of ideas and feelings (blocks, music, clay, paints)	___	________	________
e. Encourage quiet activities (pictures, books, flannel board)	___	________	________
f. Encourage manipulative skill (puzzles, nesting blocks, cones, cylinders)	___	________	________
g. Encourage "looking-glass self" (Negro dolls, books with illustrations of black and PR children)	___	________	________

8. Range of content of play activity (Check those observed):

_____a. Domestic
_____b. Construction
_____c. Toys (trains, boats, cars, etc.)
_____d. Dramatic (puppets, costume play, etc.)
_____e. Manipulation (puzzles, pegboards, etc.)
_____f. Sand table, water play
_____g. Rhythms (instruments, rocking horse, etc.)
_____h. Art (clay, dough, crayons, paints, collage)
_____i. Dictated writing
_____j. Library (books, story records, filmstrips)
_____k. Outdoors play
_____l. Other (Specify)________________________________

9. OVERALL RATING OF PLAY EXPERIENCE .... _____

KO 3

B. LANGUAGE IN THE CLASSROOM

RATING

1. Teachers (other adults) ask questions that stimulate oral response and discussion .... ______

2. Responses and gestures of teachers (other adults) indicate that they are listening to child and understand what he is saying .... ______

3. Teachers (other adults) give specific attention to language development of non-English speaking children (identifying objects by name, encouraging child to talk, supplying words, etc.).. ______

4. Teachers (other adults) use incidental and planned experiences to develop observation and related verbalization .... ______

5. Child-teacher (-adult) communication is free and open, without apparent hesitation and restriction .... ______

6. Child-child communication is active, vital, and flowing ... ______

7. Specific language activities engaged in by children, with or without adult supervision (Check either or both media, and indicate if supervised by teacher or paraprofessional):

Activity	Speaking	Listening	Supervised by Teacher	Para
a. Conversation				
b. Planning				
c. Explaining				
d. Discussion				
e. Telling stories				
f. Retelling stories				
g. Telephoning				
h. Dramatization				
i. Speaking to groups				
j. Asking questions				
k. Stating needs				
l. Greetings, farewells				
m. Telling experiences				
n. Giving directions				
o. Delivering messages				
p. Radio				
q. TV				
r. Music, rhythms				
s. Movies				
t. Puppet show				
u. Poetry				
v. Other (Specify)______				
w. ______				

8. Reading Readiness Activities observed (such as auditory discrimination, visual discrimination, directionality, alphabet, etc.): Describe briefly, indicating activity, materials used, number of children participating:

9. Beginning Reading Activities Observed (such as experience charts, basic reader, word cards, phonics, ITA, etc.). Describe briefly, indicating activity, materials used, number of children participating:

10. OVERALL RATING OF LANGUAGE IN THE CLASSROOM .... ______

C. OTHER CONTENT AREAS

Rating

1. Teachers (other adults) structure or take advantage of ongoing classroom activities to build understanding of basic mathematical concepts (asks "how many," "which one"; one-to one correspondence - one child, one chair, etc.; calls attention to sets of objects and children; geometrical shapes; contrasts, such as big-little, heavy-light; ordinals, first block, second block, etc; games, such as dominoes; uses number line; counting for attendance, snacks, etc.) .... ______

2. Teachers (other adults) structure specific group activities; to develop science concepts (use of simple machines to do work; experiments with plants; floating objects; magnets; etc.) . ______

3. Teachers (other adults) structure experiences that focus upon the children's own and differing environment (pictures, discussion, trips, guests) .... ______

4. Teachers (other adults) encourage good health and safety practices in classroom living .... ______

5. Teachers (other adults) use literature in a way that creates enthusiasm and enjoyment of literature (picture storybooks, story-telling, poetry, fingerplay) .... ______

6. Teachers (other adults) guide children in finding satisfaction and pleasure in music .... ______

7. Teachers (other adults) use art experiences to explore media independent of adult intervention and qualitative judgment . ______

8. OVERALL RATING OF INSTRUCTION IN OTHER CONTENT AREAS ...... ______

D. CLASSROOM MANAGEMENT

RATING

1. Children are given responsibility for routine activities (clean-up, watering plants, pouring juice, serving cookies, etc.) .... ______
2. Character of transitions (play to clean-up, clean-up to snack time, etc.) .... ______
3. Teacher flexibility (in routine activities, arrangement of furniture, use of materials, etc.) .... ______
4. Teachers (other adults) utilize classroom living procedures and attitudes to foster sharing, acceptance of rights and responsibilities of self and others .... ______
5. OVERALL RATING OF CLASSROOM MANAGEMENT .... ______

E. RATING OF OVERALL OBSERVATION .... ______

FORDHAM UNIVERSITY
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OBSERVATION OF LESSON - FIRST AND SECOND GRADES

Observer__________________ Date______ School__________________

Class______ Register_______ Attendance_____ AM or PM only Note if__________

Teacher 1__________ Teacher 2_________ Check: Para______ Student Teacher______

---

1. Type of lesson observed, including aim of lesson:

2. Brief description of lesson content taught by teacher(s):

3. Duration of lesson: From_______ To_______ Total Time(minutes)_____

4. Patterns of organization used during lesson (Describe: total class instruction; two groups, each with adult; two groups, one with adult, other working independently; more than two groups; independent study; etc. - specify size of groups, role of adults, nature of activity, materials in use)

OL 2

Please rate the following aspects of the lesson observed, using the following scale:

Excellent - 5
Good - 4
Fair - 3
Poor - 2
Very Poor - 1
Not Applicable - 0

Rating

1. Lesson is well planned and organized .... ______
2. Lesson type and level of content are suitable for children in class .... ______
3. Lesson is paced to needs and personality of children ...... ______
4. Teacher evaluates and encourages children to evaluate learnings .... ______
5. Emphasis of lesson is on development of concepts and understandings rather than only on drill and memorization ...... ______
6. Experiences of children are drawn on .... ______
7. Provision is made for follow-up based on interest or needs. Describe: ______
8. Teacher uses opportunities to relate concepts and learnings to other areas of curriculum .... ______
9. Children are aware of what they are learning .... ______
10. Teacher talks clearly and at a suitable volume .... ______
11. Teacher encourages thinking and oral language through use of stimulating questions .... ______
12. Teacher uses praise and encouragement; avoids reproof as much as possible .... ______
13. Many children participate, comment, explain, ask questions, discuss, demonstrate .... ______
14. Teacher uses good techniques for involving slower as well as faster learners .... ______
15. Most children are alert, interested, eager, but not tense during instruction .... ______
16. In general, children appear to have learned what teacher aimed to teach .... ______
17. Materials used during lesson suitable in content and level of difficulty .... ______

18. When total class is not taught as a single group, activities provided for other children are suitable, worthwhile ...... ______

19. Materials used by independent groups or individuals are suitable in content and level of difficulty .... ______

20. Independent groups of individuals work consistently at assigned or other tasks .... ______

21. Work done by independent groups or individuals is checked and supervised in some way (State how:) .... ______

22. General estimate of teacher's instructional ability, based on this lesson .... ______

23. General estimate of teacher's control of class during lesson ______

24. General estimate of teacher's use of paraprofessional during lesson .... ______

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OVERALL APPRAISAL OF CLASS AND TEACHER - FIRST AND SECOND GRADE

Observer__________________ Date ________ School________ Class____

Teacher 1_______________ Teacher 2_________ Check: Para_____ Student Teacher__

A. Rate the following aspects of the class observed, using the following scale:

Almost Always -5 Seldom -2
Usually -4 Hardly Ever -1
Occasionally -3 Not Applicable -0

Rating

1. Relationships between children are friendly, cooperative .. ______

2. Children communicate freely, with little yelling, pushing, interrupting .... ______

3. Children show independence and help one another in dressing, working, etc. .... ______

4. Children tend to use sentences rather than words or phrases in communicating .... ______

5. Children appear to like school; general atmosphere of class free from tension .... ______

6. Children are friendly and courteous to teacher and other adults .... ______

7. Children show confidence in teacher and other adults; ask for help when needed; are not unduly demanding .... ______

8. Children accept directions of adults promptly, without hostility .... ______

9. Teacher avoids overdomination; children given opportunities for initiative or leadership .... ______

10. Relationship between teachers sharing room is positive .... ______

OA 2

Rating

11. Relationship between teacher and paraprofessional is friendly, cooperative, confident .... _____

12. Emotional climate of classroom is warm and positive .... _____

13. Quiet learning activities are interspersed with play, body activity, or rest .... _____

14. Grouping patterns vary with different activities .... _____

15. Attention is given to learnings of individual children as well as total class and small groups .... _____

16. Classroom routines and management by teacher are well developed and effective .... _____

17. Paraprofessional actively participates in children's functioning and learning activities .... _____

18. Room is attractively furnished and decorated, not cluttered . _____

19. Furniture is suitable to children; functionally arranged .... _____

20. Classroom space is well utilized .... _____

21. Toilet and washing facilities are easily accessible .... _____

22. Exit to street is easily accessible .... _____

23. Safety precautions appear to be well observed both in physical facilities and class management .... _____

B. Materials (books, audiovisual, creative, etc.) observed in use or on hand with classroom (Check appropriate column):

	Plentiful, Varied	Adequate	Sparse, Not Present
1. Reading (library or recreational reading)			
2. Reading (workbooks)			
3. Reading (readers and other skills material)			
4. Other language arts			
5. Science			
6. Math			
7. Art			
8. Music			
9. Physical Activities			
10. Other (Specify)__________			
11. ____________________			

C. Activities observed that involved 5 or more children, and lasted at least five minutes (Check):

_____1. Planning

_____2. Discussion

_____3. Language Development

_____4. Demonstration by child

_____5. Physical education

_____6. Play

_____7. Rest

_____8. Research

_____9. "Drill"

_____10. Art

_____11. Music

_____12. Storytelling

_____13. Teacher reading aloud

_____14. Experimentation

_____15. Recreational reading

_____16. Dancing

_____17. Other (Specify)______________

_____18. ______________________________

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D. Grouping Patterns: Note approximate proportion of total observation time in which pupils learned:

1. As a total class group ____________
2. In small groups ____________
3. As individuals ____________
4. In a combination of 2 and 3 ____________
5. Other (Specify)________________ ____________

E. Activities: Mark the following activities in order (1, 2, 3, 4, etc.) of time spent by adults in classroom, using 1 for greatest:

	Teacher 1	Teacher 2	Para	Student Teacher
1. Teaching class				
2. Teaching small groups				
3. Teaching individuals				
4. Discipline				
5. Housekeeping				
6. Checking work				
7. Record keeping				
8. Other (Specify)__________				
9. ____________________				